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Massachusetts History/Social Science Curriculum Framework

Draft

March 1997

History and Social Science Curriculum Framework
March 6, 1997
Summary

How was this draft developed?

Board Subcommittee members met with DOE staff to review public comment on previous drafts and suggestions from people involved in drafting the October document. Using previous material and public comment, new introductory material has been written. The History Content Section has been reworked. The document has been formatted to match English Language Arts, and to compile Learning Standards in Geography, Economics, Civics and Government.

Features:

- Introduction; (some new material);
- Reflective Thinking and Research Skills (p12);
- **Core Concept** (p 6);
- **Six Guiding Principles** (pp7 - 11) material from previous drafts;
- Early Education in Social Studies with chart from research (pp 13 - 19);(new material similar to Early Literacy Section in ELA that emphasizes reading and writing across the curriculum).
- Overview of **Four Content Strands** and **18 Learning Standards** (p 19);
- Appendix A: Using the Framework (p 81) is material from the October and November drafts;
- Appendix B: Using the Strands Together to Organize Curriculum Units is a section that includes sample units for grade spans and includes material from previous drafts and public comments;
- Appendix C: Connections to other Curriculum Frameworks;
- Appendix D: Massachusetts Resources can be developed by teachers and others;
- Selected Resources and Bibliography needs to be developed.

History Section:

This section has been most difficult to resolve. Page 24 summarizes how to resolve several issues: 1) Content/Time periods now include US and World history at all grade levels; Grade 10 test can test US through 1890; US 1870 to present can still be taught in 11th grade. 2) Material from various drafts as well as from national standards is integrated; there is much more world history here than in the December draft; Asian history is at all grade levels. 3) Framing questions capture the research suggestions of both October and December drafts. 4) The Framing Questions leave a space for teachers to write their own questions for students to research.

Geography and Civics and Government:

Material taken from previous drafts as well as national standards.

Economics:

Material from previous drafts and national standards that have been reviewed by Bob Costrell who spoke at the January Board Meeting.

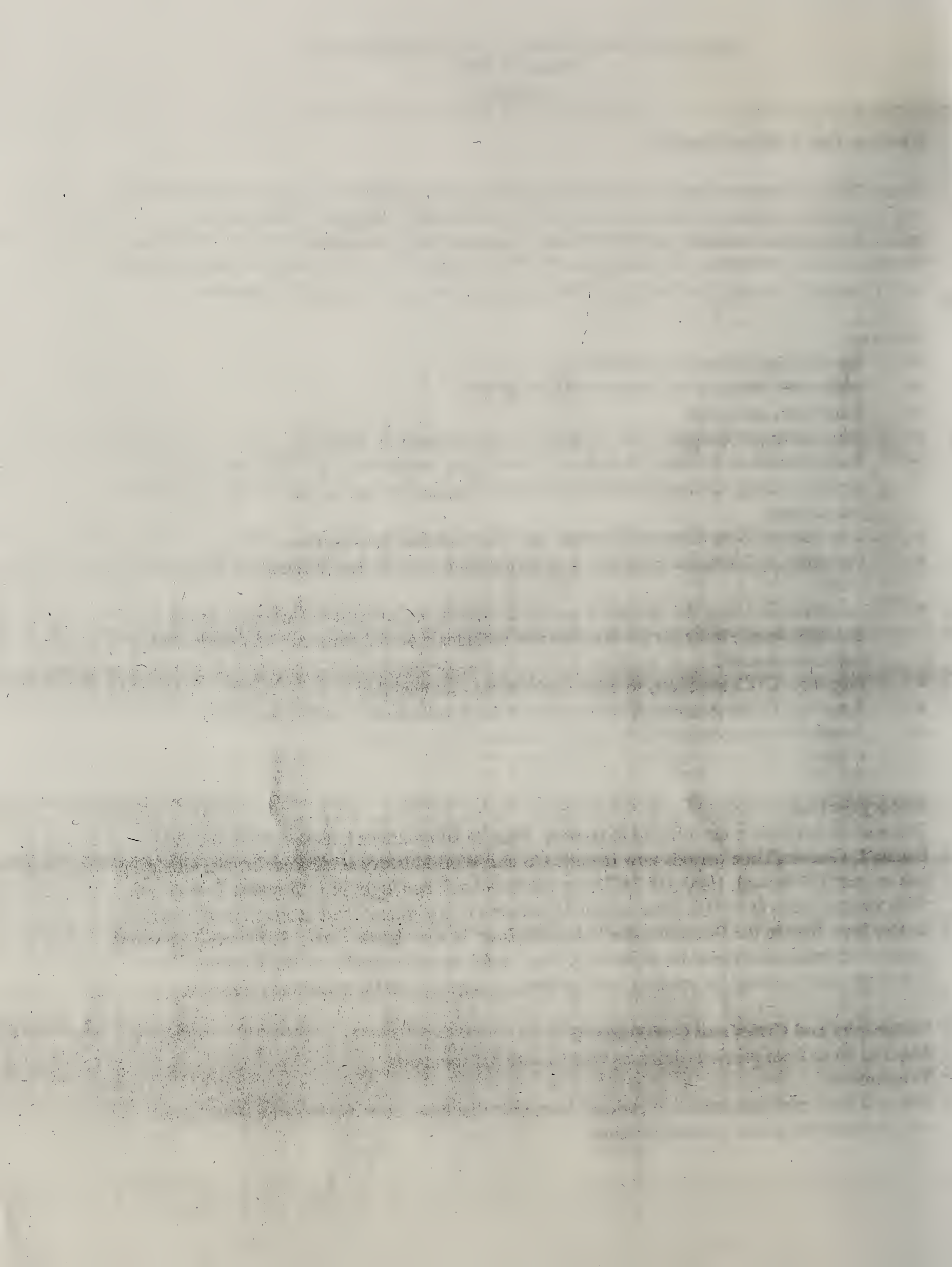


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INTRODUCTION

In accordance with the Massachusetts Education Reform Act of 1993, this History and Social Sciences framework presents the academic content and skills in the four areas of History, Geography, Economics, and Civics and Government that are essential to the study of human experience past and present, and to the development of educated and responsible citizens. It draws in part on the work of others, including the Bradley Commission, the national standards, and frameworks from California, Virginia, New York, Florida, and the District of Columbia. It incorporates the research, suggestions, and ideas of parents, educators, and other concerned citizens from across the state.

In conjunction with frameworks for curricula in other disciplines, the History and Social Sciences framework is designed to provide guidance for the reform of public education in Massachusetts by raising the standards and expectations of our schools and students so that they may be better prepared for life in the 21st century. The framework limits itself to those specific areas of study that should be adopted by all school districts in the Commonwealth, to ensure that all schools promote a comparable level of academic rigor and provide an equal opportunity for all students to learn.

The framework is comprised of five sections and appendices. The first section, the Core Concept, states the fundamental purpose of a curriculum in history and the social sciences: to provide students with the knowledge, skills, and judgment to participate intelligently in debates important to the nation and the world.

The second section, Guiding Principles, enumerates several essential approaches to learning and teaching. Foremost among these principles is the need for schools to include history and the social sciences in their curricula every year, from PreKindergarten to Grade 12. The Guiding Principles also stress the importance of balancing content and skills as complementary elements of literacy in history and the social sciences; of balancing studies of the United States with studies of other nations and cultures; and of balancing a historical approach with approaches from other fields. Finally, the Guiding Principles emphasize the study of current events as vital to an effective curriculum.

The third section, Reflective Thinking and Research Skills, describes the methods and skills students should learn in order to gather, organize, interpret, and evaluate data. The fourth section, History and the Social Sciences in PreSchool and the Elementary Grades, draws attention to the needs and capabilities of students in their early years, and reinforces the principle of providing history and the social sciences for students every year.

The fifth section, Content Strands and Learning Standards, contains a more detailed description of what students should know and be able to do by the end of the four grade spans, PreK to Grade 4, Grades 5-8, Grades 9-10, and Grades 11-12. The four strands, history, geography, economics, and civics and government, indicate the main avenues of study. They introduce to students a number of different perspectives on human endeavors, and encourage them to recognize the interactions among these perspectives. The field of history receives the greatest attention in this section because historical studies allow for the greatest amount of overlap among the social sciences. History in this context is broadly conceived to include many spheres of human activity: social history, political history, cultural history (including the contributions of philosophy, religion, and arts and literature), economic history, and the historical influences of science and technology.

The appendices note the connections between the History and Social Sciences framework and those of other disciplines, offer guidelines for implementing this framework and sample curriculum units, and provide a bibliography of resources available for developing curricula.

Creating a framework in history and the social sciences means engaging in debates over content, skills, and pedagogy that have persisted since the founding of the Republic. These ongoing debates are vital to maintaining our democratic society, and they must continue if we hope to provide students with the ability to adjust to the changes the future will bring. In developing this framework, parents, educators, and others have engaged in the exciting process of evaluating and rethinking education in the public schools of Massachusetts. The ideas generated in their discussions have opened up new possibilities for reforming the Commonwealth's educational system.

The following vignettes suggest some of the ways this framework can affect the curriculum at different grade levels:

Four-year-old Matthew eagerly anticipates his birthday, and begs his older sister Amanda to tell him how soon it will come. She patiently explains to him that it will be five days from now, on Monday, after the weekend. Together they make a calendar of those five days, so that Matthew can check off one each day until his birthday arrives.

Matthew is just beginning to develop a concept of linear time, a skill essential for the historian.

Developmental activities in early childhood provide the foundation for later acquisition of specific knowledge in history and the social sciences. As he grows through the preschool, Kindergarten, and elementary grades, Matthew's sense of time and space will expand as he studies people and events in the recent and distant past, and speculates what his life will be like in the future.

Mitra, a fourth grader, is fascinated when her teacher asks her to draw from memory a map showing the route from her home to school. She makes a sketch, but she knows that she has left lots of things out. "That's OK," says her teacher. "This is just a beginning of this project - our maps will get more detailed as we make more observations." As she rides the bus home that day, Mitra starts to notice the street signs at the corners. When she gets home and talks to her father about her project, he helps Mitra orient herself to the locations of their house and the school on a local street map. On the weekend, they walk parts of the route together, and Mitra records where they turn left and right, where traffic lights are, and the locations of elements such as her friends' houses, favorite stores, a historic church, and a playground. In school, she and the other children learn about mapping techniques, and develop their maps from initial sketches into final accurate versions, drawn to scale and lavishly annotated and illustrated. When her parents visit school for a conference, Mitra proudly shows her them the stages of her maps, and her teacher explains how much Mitra has developed her skills in geography, reading and writing, math, history, and visual art in this project.

Mitra's teacher and her parents have collaborated to help her *learn basic skills* and become reflective about her work as she acquires geographic and historical knowledge of her community.

Naomi and Jamal, newly-elected representatives to their middle school council, help organize a school-wide mock election a few days before the November national elections. In their civics and government class, they have been studying the electoral process, discussing patterns of low voter turnout in the United States, and brainstorming ways to get more people interested in candidates and issues. The council's goal is to have everybody in the school--students, teachers, administrators, and staff--cast ballots, so that they can compare the school voters' results to voting patterns in their community, the Commonwealth, and the nation.

Schools can be places where students receive their first lessons in *participating in democratic processes and the responsibilities of citizenship*. Not everyone will become as

involved in the workings of school government as Naomi and Jamal are, but all students must learn in their classes about the role of citizens in participating in the democratic form of the government.

Today in Mr. Hewey's American history class, tenth grade students Betsy and Bruce are giving an oral presentation on Dorothea Dix and her involvement in the mental health and prison reform movement during the antebellum period. The students have spent a week researching the contexts of their topic, concentrating on Dix's own accounts and contemporary interpretations of her work. Their classmates have also worked in teams investigating such reforms as temperance, antislavery and abolition, utopianism, religious sects and communes, women's rights, public education, and the peace crusade. During that week, Mr. Hewey has begun each class with a short lecture on the second Great Awakening, social and demographic shifts in the United States, immigration, and the rise of nativism during this period.

As they organized the results of their investigation, Betsy and Bruce were careful to ask themselves the questions Mr. Hewey and the class had decided were important:

Who was involved in these reforms?

What were the outcomes?

When and where did these reforms take place?

Why did these reforms happen at this time and place?

When all the groups have presented their research on the different movements, it is time for the students to synthesize what they have learned. In addition to presenting their work orally, each student must write an outline of the presentation and a list of primary and secondary sources used. They must also write an essay which tries to explain the emergence of so many reform movements in this period, and connect this question to their studies of democratic reform and the impact of the Industrial Revolution, topics covered in the previous unit. Next week they will read selections from Transcendentalist authors, and discuss them in the context of reform movements.

In organizing this section, Mr. Hewey has used a *variety of teaching tools and methods*-- readings in primary and secondary sources, student collaboration on research and oral reports, his own lectures, class discussion, the writing of individual essays. He has used *a variety of perspectives*--political, economic, social, cultural, and religious, and engaged his students in numerous research and analytic skills. This kind of teaching is the essence of an *effective curriculum in history and the social sciences*.

The Core Concept of the History/Social Science Framework

These images indicate some of the possibilities for learning in history and social sciences.

Students find personal satisfaction in acquiring knowledge about their world, and finding ways to communicate their knowledge to others and contribute to society. These beliefs permeate this curriculum framework, and are embodied in its Core concept.

Core Concept

The goal of a history and social science curriculum is to provide students with the knowledge, skills, and judgment to make responsible and just decisions as citizens of this nation and to understand world issues.

Students must have the knowledge of history, geography, economics, and civics and government so that they may understand and place in perspective the people, ideas, and events that have shaped our state, nation, and the world. They must use the skills and master the methods of history and social sciences in order to effectively use this knowledge.

A balanced curriculum ensures that students understand the underlying values, principles, and operation of the United States constitutional democracy so that they may become better informed and responsible citizens. It provides exposure to the traditions and values of other cultures so that they may better understand people and events around the world. It includes geography so that students will understand how location and environment affect human affairs, and economics so that they will understand how people produce, value, and manage resources. A balanced curriculum must also educate students in the skills of debate, discussion, writing, research, and data interpretation, so that they can form reasonable opinions on issues affecting their lives. Furthermore, it must provide students with a foundation for continuing education in the history and social sciences.

An effective curriculum in history and the social sciences provides students with opportunities to develop ways of reflective thinking that will allow them to make fair and just evaluations in the decisions they will make in their adult lives. Considering multiple viewpoints and causations, weighing evidence, seeking connections or patterns, recognizing and treating respectfully the diversity in the world around them, recognizing and evaluating moral questions--these are valuable ways of thinking and behaving that students will use throughout their lives.

Guiding Principles

The following principles are philosophical statements about learning and teaching in history and the social sciences. They should guide the construction and evaluation of history/social science curricula. They underlie every strand and learning standard in this framework.

Guiding Principle 1. History and the social sciences need to be a part of each student's curriculum every year, as well as an integral part of all adult basic education programs.

As the National Council for the Social Studies states, "As a people...our first priority, our first public policy goal, is to ensure our survival as a free nation through the development of students who can assume the office of citizen."

For many students, their elementary and secondary school years will be the only time when they have a sustained opportunity to learn about the important elements of history and the social sciences; therefore it is imperative that students study these fields every year, from PreK to Grade 12. When districts create coherent PreK to 12 curricula, students have the opportunity to master the core knowledge, skills, and critical thinking that will make them active and responsible citizens in our democratic system. Participating in history and social sciences every year allows students greater opportunity to make interdisciplinary connections among other academic areas such as science and technology, or literature and the arts.

In the elementary schools, students can be introduced to fundamental historical skills and knowledge; they can begin to discover some of the excitement and vitality of past events; they can practice elements of civics and government; they can learn about the varieties of physical environments in places around the world; they can begin to understand the principles of economics. Middle school students can develop their critical thinking skills by expanding the base of their knowledge over longer periods of time and into greater detail. With this background, high school students will be able to think like historians or social scientists and engage in increasingly sophisticated research, analysis, and interpretations. A solid foundation in history and the social sciences will prove to be a valuable asset for all students in their education and work after high school.

It is also important to integrate history and social sciences instruction into adult basic education programs. Many students enrolled in these programs may be recent immigrants who are seeking U.S. citizenship. A foundation of historical and civics knowledge prepares them for full participation in our democratic society. Other students may be seeking the equivalent of a high school diploma and need a knowledge base and the critical thinking skills of history and the social sciences.

The content for these courses at each grade span should be developmentally appropriate, increasing in complexity as students mature. Important topics can and should be taught at several grade levels. Students may revisit the U.S. Constitution, for example, several times during their learning years, but each time they should bring new perspectives, increasing sophistication, and greater depth of understanding to their studies.

Guiding Principle 2. An effective history and social sciences curriculum imparts to students a solid knowledge of the course of United States and world history, and the concepts and skills of geography, economics, and civics and government.

The National Standards for History states, "Knowledge of history is the precondition of political intelligence." Students must acquire knowledge of the events, ideas, and individuals that have shaped our country and the world, and they must also acquire an understanding of geography, economics, and civics and government, if they are to become informed participants in shaping their own future as well as the future of the nation. Drawing on people and events of the past, remembering past successes and failures, can help guide us in making informed decisions today. It is difficult to imagine any intelligent participation in current affairs without a basic knowledge of the course of U.S. and World history, or the skills and concepts of geography, civics and government, and economics.

Instruction in history and the social sciences needs to be broadly based to accommodate the tremendous expansion in these fields in recent decades. Historians, geographers, economists, and political scientists have come to ask new questions and employ new technology, which have opened up whole new avenues for exploring and understanding the past and present. The greater recognition of Africa, Asia, and Latin America in global events requires that we rethink the earlier exclusive focus on western civilization.

Guiding Principle 3. Skills and inquiry are key components of a solid education in history and social sciences.

Mastering the methods and critical thinking skills of historians and social scientists is equally vital to understanding these fields. Just as rules of grammar and construction allow us to form a meaningful sentence from a collection of individual words, historical skills and methods allow us to organize a group of discrete events into a meaningful context. In practice, one cannot develop an understanding of history and the social sciences without applying the requisite skills to the content of a course.

The interrelationship between content and skills inevitably poses a challenge for teachers of history and social sciences: how to create a curriculum that satisfies the need for breadth of coverage and also provides students opportunities for inquiry and research. Chronology and historical narrative have an important place in the study of a specific time period. Chronology gives students an appreciation of continuity and change over time, and a structure which can help them to organize detailed information. But too exclusive a focus on breadth can prevent students from examining any one subject in detail, missing out on both the pleasure of doing research themselves and the texture and complexity revealed by focused analysis.

The core knowledge and learning standards presented in this document are designed to set expectations for student learning. They are not designed to prescribe specific methods of teaching, nor are they intended to dictate the amount of time spent on a given topic. This framework recommends that all students study history and the social sciences every year, thus allowing teachers more time for both coverage and depth.

Guiding Principle 4. While encouraging respect for differences in backgrounds, experiences, and opinions, an effective history and social sciences curriculum nurtures students' sense of their identity as present or future American citizens.

Teachers educate a wide array of students. They may differ in their countries of origin, race, religious convictions, and socioeconomic status. With few exceptions, however, virtually all of these students are or will become United States citizens. Education in the history of the United States, its traditions, its values and principles, its system of government, and the variety of its regions and peoples allows students to discover their common ground. A history and social sciences curriculum can serve as a unifying force in schools and society.

Since most institutions and civic values in the United States trace their roots through Europe, study of Western civilization must be an important, but by no means the only, feature of the history and social sciences curriculum. In order to understand their own place in history, all students deserve to learn about the historical, political, and cultural heritage of Western civilization, beginning with its origins in Egypt, Mesopotamia, Greece, and Rome, and continuing through European and American history to the present day.

At the same time, at various points in history and in various ways, non-Western sources have made significant contributions to the American experience. Moreover, students need to learn of non-Western peoples, their cultural and religious traditions, histories, and social and political structures if they are to understand world events. As districts design PreK to 12 curricula, they must integrate materials presenting both Western and non-Western perspectives. By drawing on sources such as other countries' newspapers, magazines, journals, and broadcasts, as well as information available on the Internet, teachers can facilitate students' learning about other nations' views of themselves and of the United States.

Guiding Principle 5. An effective curriculum in history and social sciences integrates a wide range of disciplines.

Many of the basic concepts of history and the social sciences are similar, and there is a good deal of overlap among them. Frequently the perspectives of one discipline can help illuminate topics and debates in another. It is difficult to consider, for example, the history of the exploration and colonization by European nations of other continents without taking into account world geography, economics, scientific and technological innovations, in addition to social and political developments.

At the same time, it is sometimes also appropriate at any grade level to consider studies in peoples and culture, geography, economics, and civics and government separately. Each of these disciplines has its distinct vocabulary, disciplinary skills, and related research methods, questions, and literature. Each discipline is essential if students are to be properly prepared for life beyond school.

Guiding Principle 6. An effective history and social sciences curriculum includes the study of current events and public policy issues.

In order to become informed citizens, students need to understand the prominent issues of their time. To form, express, and defend reasoned judgments and make personal decisions, students need repeated opportunities to read about and discuss current events and contemporary issues. Knowledge of current events and issues can expand students' understanding of history, geography, economics, and civics and government. Moreover, the process of comparing accounts from several news sources and discussing how news is presented in various forms of the media reinforces their skills of critical analysis.

Reflective Thinking and Research Skills in History and the Social Sciences

As students move through the grade levels in their study of history and the social sciences, they will begin to develop certain ways of reflecting, inquiring, and acting that they will carry with them well beyond their formal education. Reflective thinking in history and the social sciences is closely linked to the use of research and inquiry skills. In addition to teaching the skills and core knowledge of this framework, educators must also teach students to reflect on the meaning of their work in history and social sciences, and to see its broader connection to enduring human questions, such as: *How do we approach new situations? What kinds of attitudes do we bring to things we see and do? What kinds of evidence do we need to construct a persuasive argument? What kind of responsibility do we have in relation to society?* The reflective thinking and research skills that teachers of all grade levels must develop in students include the abilities to:

- understand and use maps, globes, and data (in the form of graphs, charts, and tables) in analyzing and presenting information;
- understand the principle of cause and effect, and the difference between cause and effect, sequence, and correlation; recognize the influence earlier individuals, events and ideas may have had on those of subsequent periods; differentiate between short-term and long-term causal relationships; understand the limits on our abilities to determine causes and understand effects;
- ask rigorous questions; assess and interpret information from a variety of texts and sources; form and express opinions by weighing evidence and information, and be willing to revise these opinions in the light of new information; inquire into the costs and benefits of competing alternatives;
- distinguish fact from opinion; detect bias in points of view; distinguish valid forms of argument from fallacious argument; avoid judging the past solely in terms of present-day norms and values;
- see history through the eyes of its participants; recognize the importance of multiple viewpoints for understanding people, events, and issues; make connections and look for patterns to construct meaning; understand how the disciplines in history and the social sciences interact;
- learn that most issues encountered are complex, need thoughtful analysis, and may lack simple solutions; distinguish sound generalizations from scapegoating and stereotyping; avoid oversimplifying “lessons” from the past as directly applicable to the present;
- recognize the limits of our ability to fully comprehend all aspects of an issue; recognize the unpredictability of history and human actions; appreciate the force of accident, confusion, and unreason in history and human affairs;
- understand differences among human groups and individuals while recognizing their common humanity; recognize the importance of the individual and how individual actions, ideas, and character affect history and human affairs; understand the rights and responsibilities associated with citizenship.

History and Social Science in PreSchool and the Primary Grades

Young children are naturally full of questions about the world around them and interested in the way people lived in other times and places--the essence of history and geography. Their questions begin at home, as they beg their parents to describe what life was like "a long time ago, when you were a child." Reading picture books, listening to stories, and watching children's programming on television can stimulate the young child's imagination and desire for knowledge about the earth itself and how people's lives all over the world are similar and different. With guidance from the adults around them, children come to appreciate the fact that the world is more varied than their immediate circle of family, friends, and neighborhood.

As they begin formal schooling, children enter a society bigger and more complex than that of the family. In order to work and play with others in a preschool or Kindergarten classroom or playground, young children must learn how the needs of the group sometimes must take precedence over individual desires. In the hands of a skilled teacher, children's experiences in discussing and abiding by rules, taking responsibility for their actions, choosing how to use and share resources, and making group decisions become the foundation for education in civics, government and economics. These are the beginnings of discussions on topics and ideas that students will pursue in their study of government and economics throughout their schooling.

The context for a curriculum:

a brief history of approaches at the preschool to elementary level

This framework sets the expectation that PreK-4 teachers will integrate substantive concepts, ideas, and facts from history, geography, economics, and civics and government into every child's education each year. In doing so, it follows the models set by national standards and reports on teaching and learning in these disciplines from the 1980s to the present.¹ It also follows these documents in setting explicit standards for what students should know and be able to do **by the end of grade 4.**

Preparing PreK-3 students to meet these grade 4 standards is the work of early childhood educators, whose admittedly enormous task it is to integrate seamlessly all facets of the curriculum.

This is, clearly, no small charge, but on the other hand, it allows them to select and organize activities and materials that will build toward the common goals of the Massachusetts Curriculum Frameworks in the arts, English language arts, comprehensive health, history/social science, mathematics, science and technology, and world languages. By incorporating in the daily lives of children occasions to exercise their early reading, writing, discussion, visual representation, musical, movement, scientific, and mathematical skills, these teachers help young children understand and communicate concepts of time, space, work, social skills, and democratic values. These early learning experiences provide the foundation for later learning in history and the social sciences.

Education in these fields in the primary grades usually goes under the name, “social studies.” In her 1995 book, *Social Studies for the Preschool-Primary Child*, Carol Seefeldt describes the evolution of ideas about the early childhood social studies curriculum.² In the mid-1930s Lucy Sprague Mitchell, distressed by what she regarded as an overemphasis on dry facts in the primary grades, introduced the “expanding horizons” curriculum, in which Kindergartners studied their home and neighborhood, first graders the community and community helpers, second graders the United States, and third graders, people in other lands. Also during the 1930s, Patty Smith Hill and her followers, influenced by literature on psychological development, introduced the “social-living” curriculum, which places emphasis on the development of cooperation, responsibility, self-reliance, and other social skills. Another common approach to primary grades social studies education, fostered more by commercial companies than educational publishers, is the “holiday” curriculum, centered on the symbolism of recurring patriotic celebrations.

Today, traces of these approaches can be found in the curriculum in many schools. While aspects of them can all be used judiciously, more recent directions call for rigorous curricula that will enable children to learn and use the knowledge, attitudes, and skills of the historian and social scientist. The newer reports—including that of Bradley Commission on History in the Schools (1988), the National Council for Social Studies’ *Charting a Course: Social Studies for the 21st Century* (1989), and national and state standards—call for a reorientation to sequential curricula in content and skills, PreK-12. These reports and others also take into account research into cognitive development in early childhood and the use of developmentally appropriate practices in the classroom.³

History: the Core of the Early Childhood and Elementary Curriculum

The history learning standards for PreK-4 in this framework center on

- U. S. and Massachusetts history to the beginning of the Civil War, and
- an introduction to the rise of civilizations and comparative cultures in the world.

Following the lead of the Bradley Commission report, this framework emphasizes the centrality of history --broadly defined to include social and cultural, as well as political history--in the elementary program. The study of geography, civics and government, and economics should be integrated with history, with examples also drawn from current events.

There is much here to captivate the imagination of the young student, and inspire historical investigation, including the legacy of Native Americans, the adventures of explorers, and the challenges faced by early settlers. There is much to learn as well, about the lives of children in contemporary and ancient civilizations around the world, and in the many cultures that come together in Massachusetts. As they learn about state, national, and world history, students have the opportunity to consider what our civilization has in common with civilizations of the past and in other countries.

History is based on the idea of linear time, and many researchers have found that although the young child's conception of time is different from that of an adult, planned instruction helps children grasp the idea of time.⁴ Temporal sequencing concepts --before, now and after; yesterday, today, and tomorrow; 10:00, 10:30, and 11:00, past, present, future--can be reinforced in a number of ways. Children can grasp the idea that the passage of time brings about change: they see and experience changes related to time and growth in nature and in their own bodies. They can find examples of change and continuity in the generations of their family, the rhythm of the seasons and the school year, and changing face of their neighborhood as a street is repaired, a sign is replaced, a building ages.

Concrete activities help students learn about historical concepts. Making calendars and timelines helps reinforce a student's sense of time; writing personal autobiographies and histories of their families, as early childhood researcher David Elkind notes, is perhaps the best way to engage young students in basic historical research.⁵

Reading narratives, myths, excerpts from historical diaries, and biographies about people in the past and in other cultures allows children to explore the wealth of historical fiction and non-fiction written for children. **The Massachusetts English Language Arts curriculum framework sets the expectation that all children will become effective and independent readers by the end of the third grade.** Teachers can help students achieve this goal by providing classroom libraries with some of the many well-written and beautifully illustrated books and software on cultures and countries, social history, and geography. For a list of suggested authors, see the Massachusetts English Language Arts Curriculum Framework (1997), Appendices A and B. This framework also suggests sources for regular reviews of children's books and software.

Perhaps because ours is such a visual culture, American children also understand that familiar things often *looked* different in the past, and can be engaged through the use of visual materials. As Keith C. Barton and Linda Levstik report in ““Back When God Was Around and Everything:’ Elementary Children’s Understanding of Historical Time,” children can display an understanding of chronology before they can connect this knowledge to dates. In their study, Kindergarten to grade 6 students were asked to place paintings and photographs from various periods of U.S. history into chronological order. Even the youngest made some basic distinctions in historical time, and these became increasingly differentiated with age. Connecting the correct order of images to dates and background knowledge, however, was difficult for students below grade 5.⁶

This research suggests that students in the earlier grades need to be involved with active questioning and learning, viewing, reading, and reasoning, examining artifacts, visiting museums and historic sites, and working on projects--in fact, with the same approaches to history that should be used at a more complex level in the later grades. Massachusetts students live where history was made, and thus have the opportunity to explore real connections between where they live and the events and people of the past.

It is important that PreK-4 teachers take four things into account as they design history curricula for their students:

- the Learning Standards listed in the Introduction to the History Strand;
- the Core Knowledge and Skills, and Framing Questions of History for PreK-4;
- the rich resources of children's historical books, posters, films, software, historic sites and historical collections in the state;
- the characteristics of reflective thinking and research skills in history and the social sciences, including:
 - * identifying a problem
 - * gathering information through reading, discussing, viewing, interviewing
 - * observing and analyzing data, which may involve classifying, comparing, contrasting, making graphs, charts, tables, diagrams, and drawings
 - * interpreting data, reflecting, drawing conclusions, and
 - * presenting information and conclusions to others in the form of oral or written reports, projects, and displays.

Figure A on the following page presents some of the typical characteristics of young students as they develop key concepts related to history and the social sciences. It corresponds to the Massachusetts English Language Arts Framework's summary of the development of reading and writing skills and strategies, PreK-3. That summary is reprinted here as Figure B.

Figure A :
The Development of Selected History/Social Science Concepts, PreK-3

	Preschool -Kindergarten Students	Grade 1 Students	Grades 2 and 3 Students
Time Concepts (History)	<ul style="list-style-type: none"> •Observe and follow routines •Are aware of day and night •Attend to environmental changes, such as seasons and weather 	<ul style="list-style-type: none"> •Hold personal and subjective ideas of time •Have some understanding of time units such as a day, week, month •Recall past, plans for future •Can sequence events of a day and use time words 	<ul style="list-style-type: none"> •Use clocks and watches to tell time •Begin to be able to construct, interpret and use calendars •Are ready for instruction in time concepts
Spatial Concepts (Geography)	<ul style="list-style-type: none"> • Attend to qualities of things: self, earth, sky, water • Are aware of movement in space • Orient selves in a given space 	<ul style="list-style-type: none"> •Represent the world in drawings and 3-D constructions (such a blocks) •Draw and locate things on rough maps •Begin orientation to distance 	<ul style="list-style-type: none"> •Begin to distinguish left and right • Can relate some directions • Can name, but may not understand the meaning of cardinal directions
Concepts about consuming, decision- making, and production (Economics)	<ul style="list-style-type: none"> • Observe and attend to size and shape of coins •Play store, buying and selling •Know names of numbers, counts in sequence •Make decisions about activities, choices of materials 	<ul style="list-style-type: none"> •Recognize coins, money • Count, understand the concept of more and less • Know money is necessary for purchases • Relate the idea of labor and production to occupations observed in own life •Begin to understand that choices and decisions have consequences 	<ul style="list-style-type: none"> •Compare coins and knows their relative value •Understand that people work to make money •Begin to understand employer-employee relationship •Make decisions about how to spend money; understand the concept of limited resources
Concepts about social skills and democratic participation (Civics and government)	<ul style="list-style-type: none"> •Take responsibility for some chores, such as putting away toys •Take responsibility for helping other children •Discuss the reasons for following rules at home, in the classroom, on the playground •Remember to follow rules some of the time. 	<ul style="list-style-type: none"> •Work in groups in which each person has a defined responsibility •Participate in decisions about group activities •Begin to connect voting with the concept of the will of the majority •Connect the idea of rules with the concept of safety •Participate in establishing rules Follow rules some of the time 	<ul style="list-style-type: none"> •Take responsibility for rotating classroom jobs •Take responsibility for younger children in a school "buddy system" •Participate in school community service projects, such as visiting nursing homes •Vote on decisions about activities; participate in school-wide elections •Connect the concept of school rules to rules in the community

Figure B: The Development of Reading and Writing Skills and Strategies, PreK-3

	Preschool-Kindergarten Students	Grade 1 Students	Grades 2 and 3 Students
Composi- tion and Language	<ul style="list-style-type: none"> •Use moveable alphabets; •Scribble or "write " for a purpose (e.g., make signs, "write" letters) •Use "invented spelling to "write words" 	<ul style="list-style-type: none"> •Identify and form all letters •Understand alphabetic principle and concept of audience when writing •Know standard spelling of commonly used words; still use some invented spelling •With teacher help, begin to use basic mechanics such as end marks and capitalization 	<ul style="list-style-type: none"> •Practice handwriting; •Consider audience and purpose when writing for a variety of audiences •Use standard spelling for majority of commonly used words •With teacher help, edit writing for basic mechanics and standard spelling
Reading and Language	<ul style="list-style-type: none"> •Identify initial and rhyming sounds of words •Identify both words in compound words (e.g., <i>cowboy</i>, <i>raindrop</i>) •Use pictures to predict when listening or viewing stories Ask questions to clarify meaning when listening or viewing 	<ul style="list-style-type: none"> •Know most letter/sound correspondences and use them to decode/use words in context •Know common word endings (e.g., plurals, <i>ing</i>, <i>ed</i>) and use them to decode/use words in context •With teacher help, use relevant text features (e.g. bold print) to predict new information •With teacher help, reread to improve understanding 	<ul style="list-style-type: none"> •Know all letter/sound correspondences and use them to decode/use words in context •Know common suffixes and prefixes (e.g., <i>tion</i>, <i>ment</i>, <i>re</i>, <i>un</i>) and use them to decode/use words in context •Independently use relevant text features to predict new information. •Independently reread to improve understanding
Literature and Interpre- tation	<ul style="list-style-type: none"> •Develop awareness of story structure (i.e., beginning, middle, end) •Learn difference between fantasy and reality in stories •Follow simple concrete, oral directions •Respond personally to literature "Write" stories or letters by dictating to teacher who models writing. •Develop appreciation of literary devices such as rhythm, rhyme, alliteration, and figurative language 	<ul style="list-style-type: none"> •Recognize story elements such as events, characters, setting, moral •Understand difference between fiction and nonfiction •Follow more complex, abstract, oral directions •With teacher help, make connections among pieces of literature and between literature and life experiences •After brainstorming ideas and key vocabulary, write stories, letters, reports •With teacher help, recognize and use literary devices such as rhythm, rhyme, alliteration, figurative language 	<ul style="list-style-type: none"> •Understand story elements, including theme, and use them in reading and writing •Write simple informational reports and recognize genres (e.g., fables, fairy tales •Read and follow "how to" directions •Make connections between literature and other experiences more independently •Write stories, letters, and reports more independently •Recognize and use literary devices such as rhyme, alliteration, and figurative language more independently

Content Strands and Learning Standards

The four content strands, or perspectives, in this framework are the main avenues of study in history and the social sciences: history, geography, economics, and civics and government. They introduce to students many different spheres of human activity and endeavor. As they study critical events of United States and world history, students learn how each discipline affects and is affected by the others.

It is not possible, for example, to grasp the significance of the American and French revolutions--and the contrasts between them--without looking at the interactions of economic, social, cultural, intellectual, religious, political, and military forces at work in each society, as well as the roles of individuals. Hence the term "strands," suggesting threads of a single woven fabric. At times, like the threads of a tapestry, the bright color of a single discipline will dominate the fabric, allowing students to appreciate its distinctive contribution to the study of human interactions. At others, several colors will intertwine to produce more subtle effects. The study of history is central to the history and social sciences curriculum, for when the discipline is considered broadly to include social history, cultural history, and the historical influences of science and technology, it offers numerous opportunities for integrating a variety of perspectives. Using these strands to organize curriculum encourages teachers and students to draw complex and insightful observations about the world around them.

Learning Standards describe what students should know and be able to do in the four fields of study embodied in the strands. They are further articulated to describe the core of knowledge and skills that all students should study in the gradespans PreK-4, 5-8, 9-10, 11-12.

The Massachusetts Learning Standards have been designed with three purposes in mind:

- to acknowledge the importance of both discipline-specific content, concepts, and skills students need in order to become competent learners;
- to help teachers create classroom curriculum and ways to assess student learning; and
- to serve as the basis for a statewide assessment of student learning at grades 4, 8, and 10.

History/Social Science: Strands and Learning Standards Overview

History Strand

- 1. Chronology and Causality.** Students will identify the chronological nature of events; explain and analyze the complex nature of cause and effect in history; and evaluate the validity of cause and effect arguments.
- 2. Place in History.** Students will describe and analyze their lives in historical context by comparing themselves with the aspirations and experiences of people in other times and places.
- 3. Historical Understanding.** Students will analyze how past issues were seen by people at the time, how they made choices based on their perceptions, not knowing what the results of their actions would be; students will explain how the major world religions and ethical systems influence peoples' choices in defining right and wrong, virtue in private life, morality, and justice.
- 4. Evidence and Point of View.** Students will describe, analyze, and evaluate the kinds and uses of evidence for interpreting and writing history and be able to illustrate the different perspectives and interests that historians may bring to their work.
- 5. Interdisciplinary Connections.** Students will describe the differing views of human nature and human needs that underlie major political theories and ideologies; the development and impact of mathematics, science and technology; and the ways in which high and popular culture in the arts and literature reflect and shape societies.
- 6. Research Skills.** Students will acquire research skills, including the ability to describe, collect, and analyze data from a variety of primary and secondary sources, and apply those skills in effective oral and written argument and debate.

Geography Strand

- 7. Spaces in the World.** Students will demonstrate an understanding of the location, names, and features of places and regions organized by human action over time.
- 8. Places and Regions.** Students will describe and depict in maps and models the earth's spaces and explain the importance of their physical and biological characteristics to historical developments, placing people and events in a matrix of time and place.
- 9. Physical Earth and Human Systems.** Students will explain, analyze, and evaluate the influence of geography and climate on population distribution, and cultural, economic, political, and military events and systems.
- 10. People and Environments.** Students will explain, analyze, and evaluate the tensions between human needs and nature's limits.

Economics Strand

- 11. Fundamentals of Economics.** Students will identify, define, and use correctly basic economic terms and concepts, relating them to historical and current events, community life, and/or personal experiences.
- 12. Economic Systems.** Students will describe, compare, analyze, and evaluate systems of organizing the production, distribution, and consumption of goods and services and explain their effect upon people's daily lives and social and political institutions throughout history.
- 13. Economy of the United States.** Students will describe the history and development of the United States economy, and explain, analyze, and evaluate the issues of the debate over government economic policies since the American Revolution.
- 14. Trade and Interdependence.** Students will describe the workings of international trade, and explain, analyze, and evaluate the degree to which the United States economy affects and is affected by economies beyond its borders.

Civics and Government Strand

- 15. The Nature of Authority and Responsibility.** Students will define different forms of authority and responsibility, and describe and analyze the range of ways to exercise them.
- 16. Principles and Practices of American Government.** Students will describe how the United States government functions at the local, state, national, and international levels; and analyze the background and evolution of political democracy in the United States to the present day; and demonstrate an understanding of the importance of individual rights in the U.S. political system.
- 17. Citizenship.** Students will identify and practice their own roles in a democracy, assessing their rights and responsibilities as decision makers.
- 18. Forms of Government.** Students will compare, contrast, and analyze diverse forms of government; evaluate the efficacy, advantages, and disadvantages of diverse forms of government; describe many possible relationships between governments and the governed.

History Strand

"We can be sure that students will experience enormous change over their lifetimes. History is the discipline that can best help them to understand and deal with change, and at the same time to identify the deep continuities that link past and present."

---Bradley Commission on History in Schools, 1988

Time is the lens through which we see change and continuity. History allows us to know our place in time. To know ourselves and others, we need to compare our lives with those of people in other eras and conditions. In recognizing their human dignity and nobility, their tragedy, and their occasional baseness, we are better able to understand our own humanity. To ignore history is to ignore human reality, a mortal weakness in a democratic society, leaving its people prey to nostalgia, self-delusion, unreasonable expectations, or simple answers often as cruel as they are mistaken.

History does not repeat itself. An informed study of history allows us to assess critically the past, to draw analogies with the present, and to recognize false analogies when they appear. History lets us view the past from a variety of perspectives--social history, cultural history, religious history, to name but a few--and each perspective highlights important elements of the past. These perspectives allow us to recognize the many interrelationships among the social sciences and other disciplines. Science, arts, literature, philosophy, and religion all help shape history and are in turn shaped by it. A sound foundation in the knowledge and skills of history is essential to our understanding of ourselves, of the perceptions and points of view of others, and of current events in the world around us.

To study history is to learn to ask questions and seek answers. Who were the people and ideas that have influenced past events? What happened in the past, and when and where did it happen? Historians have been able to find common answers to many of the questions, but other questions posed in the study of history are less easy to resolve. How did events unfold as they did, why did they occur, and what have been their effects on subsequent events? As students develop their knowledge and skills, they will be better able to formulate informed opinions on these questions.

The History Strand is composed of two complementary sections, Learning Standards and Core Knowledge and Skills. The Learning Standards apply across all grade levels. The Core Knowledge and Skills section encompasses United States and world history, and is divided into

PreK-4, Grades 5-8, 9-10, and 11-12 levels. The historical material at each gradespan level is accompanied by Examples of Framing Questions, which link the Learning Standards to the Core Knowledge, suggesting ways topics *might* be approached in the classrooms. Framing questions are open-ended, designed to foster inquiry and research. Since teachers and students are encouraged to devise other questions applying the Learning Standards to the Core Knowledge, this section is deliberately designed with blank spaces for the reader's notes.

Teachers should be aware that the Massachusetts Education Reform Act of 1993 requires that students read and understand the Declaration of Independence, the U.S. Constitution and its Amendments, and the Federalist Papers.

An Overview of the History Strand, PreK-12

Learning Standards Applicable to All Grade Levels

- 1. Chronology and Causality.** Students will identify the chronological nature of events; explain and analyze the complex nature of cause and effect in history; and evaluate the validity of cause and effect arguments.
- 2. Place in History.** Students will describe and analyze their lives in historical context by comparing themselves with the aspirations and experiences of people in other times and places.
- 3. Historical Understanding.** Students will analyze how past issues were seen by people at the time, how they made choices based on their perceptions, not knowing what the results of their actions would be; students will explain how the major world religions and ethical systems influence peoples' choices in defining right and wrong, virtue in private life, morality, and justice.
- 4. Evidence and Point of View.** Students will describe, analyze, and evaluate the kinds and uses of evidence for interpreting and writing history and be able to illustrate the different perspectives and interests that historians may bring to their work.
- 5. Interdisciplinary Connections.** Students will describe the differing views of human nature and human needs that underlie major political theories and ideologies; the development and impact of mathematics, science, and technology; and the ways in which high and popular culture in the arts and literature reflect and shape societies.
- 6. Research Skills.** Students will acquire research skills, including the ability to describe, collect, and analyze data from a variety of primary and secondary sources, and apply those skills in effective oral and written argument and debate.

Core Knowledge and Skills: Time Periods by Gradespan Levels

	United States and Massachusetts History	World History
PreK-4	Introduction to the Settlement and Founding of America	Introduction to the Rise of Civilization and Comparative Cultures
Grades 5-8	America and the United States to 1820	Early Civilizations through the Medieval Period
Grades 9-10	The United States: 1783 to 1890	The Renaissance to 1900
Grades 11-12	The United States: 1870 to the Present	1900 to the Present

Examples of Framing Questions

Questions that link the Learning Standards to the Core Knowledge,
suggesting topics for inquiry and research.

History Strand

PreK- 4: Core Knowledge and Skills

**U.S. & Massachusetts History
Introduction to the Settlement & Founding of America**

Students will:

- 1. Describe family life now, in the recent past, and long ago, in their local community, state, and various regions of North America.**
- 2. Describe the history of their local community and how communities in the region and North America vary, both now and in the past.**
- 3. Compare the tribes of Native Americans in Massachusetts with nomadic (e.g. Sioux) and settled, agricultural tribes (e.g., Pueblo) in other regions of North America.**
- 4. Identify important people, events, and ideas in the formation of Massachusetts and the U.S, including:**
 - the state's earliest inhabitants
 - the contributions and impact of various immigrant groups, both long ago and in the recent past.
 - identifying important figures of the 18th and 19th centuries such as George Washington, Benjamin Franklin, Paul Revere, Crispus Attucks, John Adams, Abigail Adams, Thomas Jefferson, Harriet Tubman, and Abraham Lincoln through exposure to biographies, fictional narratives, myths, and legends
 - identifying examples of past events of the colonial and Revolutionary periods in stories, legends, and historical accounts
 - identifying major Massachusetts holidays, symbols, and monuments and their meanings.
- 5. Describe the social, economic, and political life of the Plymouth colony with emphasis on:**
 - religious, economic, and other reasons for settlement
 - settlers' interactions with Native Americans
 - basic concepts of the Mayflower Compact and the establishment of representative government.

Examples of Framing Questions

- How did different tribes of Native Americans meet their needs? How did the environment and changing circumstances over time affect the ways in which they met these needs? What did the English settlers have to do to meet their needs, and how does this compare to what the Native Americans did?
- What led the Pilgrims to write the Mayflower Compact and why did they believe it was important to seek agreement on a common set of ideas?
-

History Strand

PreK- 4: Core Knowledge and Skills
U.S. & Massachusetts History Introduction to the Settlement & Founding of America
<p>Students will:</p> <p>6. Describe the economic, social, and political life of the Massachusetts Bay colony, with emphasis on:</p> <ul style="list-style-type: none">• its political, religious, and economic relationship to England and other nations• its role in the American Revolution• the backgrounds, motivations, and contributions of important colonial figures. <p>7. Describe the European explorations of the Americas and the first permanent Spanish, French, and English settlements in North America, with emphasis on:</p> <ul style="list-style-type: none">• the explorers and their sponsors• motivations for exploration• interactions with Native Americans• successes and failures of settlement. <p>8. Describe the varied sources of our national heritage by describing the contributions of the arts, crafts, architecture, music, and literature from various regions, and their influence on the nation.</p>
<p>Examples of Framing Questions</p> <ul style="list-style-type: none">• What is the history of my community? What sources could I use to find out about how children and families lived here fifty, one hundred, two hundred, three hundred, or four hundred years ago?• Who are some of the important folk heroes of various regions in the United States? When and why did these stories develop, and why are they still told today?•

History Strand

PreK- 4: Core Knowledge and Skills

**U.S. & Massachusetts History
Introduction to the Settlement & Founding of America**

9. Develop historical analysis skills including:

- understand that history concerns events and people of other times by identifying past events and people in historical accounts and biographies
- creating timelines of days, weeks, months, years, decades, and centuries, showing the order and relationships of people and events, including the sequencing of major events in state history from 1620 to 1861
- identifying, analyzing, and making generalizations about the life in Massachusetts history using primary sources including artifacts, diaries, letters, photographs, art, documents, and newspapers
- distinguishing statements of fact from statements of opinion, factual scenes from fictional scenes, by using stories and biographies
- producing written, oral, and visual presentations of historical events and figures.

Examples of Framing Questions

- What do portraits such as those by John Singleton Copley tell us about life in Massachusetts in the 18th century? What don't they tell us?

•

History Strand

PreK- 4: Core Knowledge and Skills

**World History:
Introduction to the Rise of Civilization and Comparative Culture**

Students will:

10. Demonstrate an understanding of the historical and cultural differences among various societies in Africa, Asia, Europe, and Latin America, now and long ago, by examining:

- family roles
- economic systems
- social and political organizations
- religious influences
- important holidays and celebrations
- contributions of folklore, arts, crafts, and music.

11. Describe great population migrations now and long ago, identifying early explorers (e.g., Marco Polo, Zeng He, Eric the Red, Christopher Columbus) and the effects of their travels.

12. Describe early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, with emphasis on:

- the impact of geography on hunter-gatherer societies
- toolmaking and use of fire
- technological and social advancements that gave rise to stable communities
- how archeological discoveries are changing our knowledge of early peoples.

Examples of Framing Questions

- What are some of the methods archaeologists use to learn about prehistoric civilizations?
- What can we learn about people in the past from examining such items as human remains, architecture, and artifacts?
- How do the working and living conditions of men, women, and children vary over time and place?
-

History Strand

PreK- 4: Core Knowledge and Skills

**World History:
Introduction to the Rise of Civilization and Comparative Culture**

Students will:

- 13. Explain the term "civilization" and describe the culture and achievements of the ancient civilizations of China, Egypt, Greece, and Rome.**
- 14. Study the culture and achievements of the major pre-colonial American civilizations, including the Aztecs, Incas, and Mayans, and describe the early contacts and conflicts between these peoples and Spanish explorers, conquistadors, and missionaries.**
- 15. Study the major developments in science and technology, recently and long ago, understand their social and economic effects, and identify the scientists and inventors responsible for them.**

Examples of Framing Questions

- How does civilization in America today compare with the great civilizations of the past?**
- If you had been a member of the Aztec society, how would you have described the explorations of the Spanish conquistadors?**
- What were the origins of the Greek alphabet and how did it develop? What was the impact of writing on the development of government, commerce and literature in Greece?**
-

An Overview of the History Strand, Grades 5-8

Learning Standards Applicable to All Grade Levels

- 1. Chronology and Causality.** Students will identify the chronological nature of events; explain and analyze the complex nature of cause and effect in history; and evaluate the validity of cause and effect arguments.
- 2. Place in History.** Students will describe and analyze their lives in historical context by comparing themselves with the aspirations and experiences of people in other times and places.
- 3. Historical Understanding.** Students will analyze how past issues were seen by people at the time, how they made choices based on their perceptions, not knowing what the results of their actions would be; students will explain how the major world religions and ethical systems influence peoples' choices in defining right and wrong, virtue in public life, morality, and justice.
- 4. Evidence and Point of View.** Students will describe, analyze, and evaluate the kinds and uses of evidence for interpreting and writing history and be able to illustrate the different perspectives and interests that historians may bring to their work.
- 5. Interdisciplinary Connections.** Students will describe the differing views of human nature and human needs that underlie major political theories and ideologies; the development and impact of mathematics, science, and technology; and the ways in which high and popular culture in the arts and literature reflect and shape societies.
- 6. Research Skills.** Students will acquire research skills, including the ability to describe, collect, and analyze data from a variety of primary and secondary sources, and apply those skills in effective oral and written argument and debate.

Core Knowledge and Skills: Time Periods, Grades 5-8

United States and Massachusetts History	World History
America and the United States to 1820	Early civilizations through the Medieval Period

Examples of Framing Questions

Questions that link the Learning Standards to the Core Knowledge,
suggesting topics for inquiry and research.

History Strand

Grades 5-8: Core Knowledge and Skills

**U.S. & Massachusetts History
American History Through 1820**

Students will:

- 1. Describe life in America before the 17th century by identifying and describing the first Americans, including Inuits (Eskimos), Native Americans of the Plains, and Native Americans of the Eastern forest (including Iroquois, Massasoit, Pequot, and Wampanoag).**
- 2. Trace the routes and evaluate the causes and effects of early European explorations of the Americas, in terms of:**
 - the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England
 - the political, economic, and social impact on the Native Americans
 - the economic, religious, and political forces that led to competition among European powers for control of North America.
- 3. Analyze and explain the contacts between Native Americans and European settlers, in terms of:**
 - economic, religious, and cultural characteristics of the groups
 - motives and strategies of the early settlers
 - impact of European settlement on the Native Americans
 - legacies of contact, cooperation, and conflict from that period.

Framing Questions

- What were the cultural traditions of Native Americans, Africans, and Europeans, and what is their legacy today?
- How did the European struggles for additional space and resources shape the colonization of America?
-

History Strand

Grades 5-8: Core Knowledge and Skills

**U.S. & Massachusetts History
American History Through 1820**

Students will:

4. Explain the economic, social, and political life of colonial Massachusetts, including:

- reasons for the settlement of Plymouth and Massachusetts Bay colonies
- interactions between colonial Massachusetts and Native Americans
- the impact of Puritanism, and the changes in Puritanism during the 17th century
- economic and political relationships to England and other nations
- the impact of the Great Awakening
- important Massachusetts events and figures in the American Revolution.

5. Describe colonial America, with emphasis on:

- the factors that led to the founding of various colonies
- geographic, political, economic, religious and social contrasts in the three regions of New England, the mid-Atlantic, and the South
- the introduction of slavery to the New World and the development of the Atlantic trade system
- 18th century society: large landowners, farmers, artisans, women, and slaves
- the principal economic and political connections between the colonies and England
- the emergence of representative government and concept of political rights in the colonies
- religious diversity, including Catholics and Quakers, and the concept of religious freedom in the colonies.

6. Analyze the multiple causes for the American Revolution including:

- tensions between colonists and England concerning territorial expansion and frontier security
- the impact of the Seven Years War
- debates in England concerning political and economic reform
- debates in America concerning separation from Britain, including Thomas Paine's *Common Sense*
- development of the Continental Congress and the Declaration of Independence
- events leading up to the outbreak of hostilities.

Examples of Framing Questions

- What impact did the slave trade have on the economy and culture of North America, Europe, and Africa?
- What did American colonists mean by their "rights as Englishmen" as debated with King George III and the British Parliament?
- How did Roger Williams and Anne Hutchinson pose a threat to the Puritan community?
-

History Strand

Grades 5-8: Core Knowledge and Skills

**U.S. & Massachusetts History
American History Through 1820**

Students will:

7. Explain the course of the Revolution and its results, including:

- key events and individuals (American, British, and French) in the American Revolution
- negotiations for peace and the Treaty of Paris of 1783
- the social, economic, and political effects of the Revolution on various elements of the U. S. society.

8. Explain the interplay of ideas, interests, recent experiences, and personalities in the writing of the Constitution, with emphasis on:

- an evaluation of the Articles of Confederation
- the Constitutional Convention, key debates, and important leaders and contributors
- slavery and the Constitution
- the struggle for ratification of the Constitution, including the Federalist Papers and the arguments of the Anti-Federalists
- the addition of the Bill of Rights to the Constitution.

9. Analyze and explain events of the early national period, with emphasis on:

- organization of the national government under the new Constitution
- the emergence of the first party system
- the development of the Supreme Court's powers under John Marshall and key decisions from 1789 to 1820, including *Marbury v. Madison* and *McCulloch v. Maryland*
- growing sectional tensions over slavery
- territorial exploration, expansion, and settlement, including the acquisitions of the Louisiana Territory, Florida, Texas, California and the Pacific Northwest
- developments in foreign relations, including negotiations with England, France, and Spain, the War of 1812 and the Monroe Doctrine
- economic development, trade patterns, tariffs, taxation, and trends in the national debt.
- the emergence of American arts and literature
- developments in American society affecting families, gender, race, and ethnicity.

Examples of Framing Questions

- How did Jefferson's and Hamilton's views on the proper relation of government to the economy differ? What were the social and political implications of each man's vision of the future?
- How did the interplay of ideas, interests, recent experiences, and personalities affect the writing of the Constitution?
-

History Strand

Grades 5-8: Core Knowledge and Skills
U.S. & Massachusetts History American History Through 1820
10. Develop skills for historical analysis, including the ability to: <ul style="list-style-type: none">• identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) to better understand events and life in United States history to 1820• construct various time lines of American history from pre-Columbian times to 1820, highlighting landmark dates, technological changes, major political and military events, and major historical figures• write persuasive essays from various perspectives on historical issues that were the subject of national debate up to 1820.
Examples of Framing Questions <ul style="list-style-type: none">• What does Daniel Boone's autobiography tell us about life on the frontier?•

History Strand

Grades 5-8: Core Knowledge and Skills

**World History
Early Civilizations to the Medieval Period**

Students will:

11. Describe early human life and the origins of society, including:

- early humanoid development
- the Agricultural Revolution and its impact on society
- early human migrations.

12. Compare selected ancient river civilizations, including Mesopotamia, the Indus Valley, Egypt, and China (Shang Dynasty), in terms of:

- location in time and place
- social, political, and economic patterns
- the development of religious and philosophical traditions
- the development of language and writing
- contributions to world culture and knowledge.

13. Analyze the developments that led to increasing interaction among peoples of the Mediterranean region, including:

- the uses of horses, ships, and iron
- contributions of the Assyrians, Babylonians, and Phoenicians
- the emergence of Judaism
- the relations among Egypt, Nubia, and Kush
- the rise of Persian and Minoan civilization.

14. Describe, analyze, and evaluate the history of ancient Greece from about 1000 to 300 B.C., in terms of its impact on Western civilization, with emphasis on:

- Greek economic, social, and political development
- cultural achievements in religion, science, and the arts and humanities
- the impact of Greek commerce and colonies on the development of Greek society and on the rest of the Mediterranean region
- the social structure, significance of citizenship, and development of democracy in the city-state of Athens
- comparisons and relationships between Athens and Sparta, the Greeks and Persia
- the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.

Examples of Framing Questions

- How did the Neolithic Revolution change human life and the environment?
- Why could citizens of Athens, under the circumstance of their time, have considered Socrates a danger to their security?
-

History Strand

Grades 5-8: Core Knowledge and Skills

**World History
Early Civilizations to the Medieval Period**

Students will:

15. Describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., in terms of its impact on Western civilization, with emphasis on:

- Roman economic, social, and political development
- cultural achievements in religion, science, and the arts and humanities
- the social structure, significance of citizenship, and the development of republican and imperial features in Roman government
- the economic, social, and political impact of the Pax Romana
- the origin, traditions, customs, beliefs, and spread of Christianity
- the development and significance of the Christian church in the late Roman Empire
- the reasons for the decline and transformation of the Roman Empire.

Examples of Framing Questions

- What are the common principles of personal and social responsibility found in the ethical systems of Greek and Roman philosophers?
- What are some of the conflicting views of historians on the reasons for the decline and fall of the Roman Empire?
- What accounts for the emergence of “Golden Ages” of culture at certain times in ancient civilizations?
- What were the major economic and technical developments that supported ancient civilizations?
-

History Strand

Grades 5-8: Core Knowledge and Skills
World History Early Civilizations to the Medieval Period
<p>Students will:</p> <p>16. Describe, analyze, and evaluate the history of Europe during the Middle Ages from 6th century through the 11th century A.D., in terms of its impact on Western civilization, with emphasis on:</p> <ul style="list-style-type: none"> • the structure of feudal society and its economic, social, and political effects • the role of the Christian church in feudal society and the development of the Holy Roman Empire • the invasions and settlements of the Magyars and the Vikings, including Angles and Saxons in Britain • the spread and influence of Christianity throughout Europe, and the internal conflicts that led to the schism between the Roman Catholic and Greek Orthodox churches • the codification of Roman law and preservation of Greek and Roman traditions. <p>17. Analyze the relationships between the Muslim world and Christendom from the 7th to the 16th century A.D., with emphasis on:</p> <ul style="list-style-type: none"> • the origin, traditions, customs, beliefs, and spread of Islam • theological and cultural differences between Islam and Christianity • religious, political, and economic competition in the Mediterranean region • historical turning points that affected the spread and influence of both religious cultures. <p>18. Explain the basic teachings of the world's major religions: Judaism, Christianity, Islam, Buddhism, and Hinduism.</p>
<p>Examples of Framing Questions</p> <ul style="list-style-type: none"> • What are the major beliefs of Islamism, and what accounts for its spread in the world? • In the world's major religions--Judaism, Christianity, Buddhism, Islam, and Hinduism--what are the basic teachings, common moral and ethical principles and views of personal responsibility for the self and others? • How did Christianity, feudalism, and manorialism contribute to the development of a distinctly European civilization? •

History Strand

Grades 5-8: Core Knowledge and Skills

**World History
Early Civilizations to the Medieval Period**

Students will:

19. Explain the rise of the Mongol Empire, 1200-1350, and its consequences of Eurasian peoples, including:

- the impact of Mongol rule on China, Japan, and Korea
- the impact of Mongol rule on Russia and the rest of Europe.

20. Describe states and societies in Sub-Saharan Africa and the Western hemisphere, including:

- imperial states in West Africa and Ethiopia
- towns and maritime communities in Southern and East Africa
- the Aztecs and Mayans.

21. Analyze the patterns of social, economic, and political change and cultural achievement in the late Medieval period, including:

- the emergence of national monarchies (Spain, France, England, Russia) and distinctive political developments in each
- conflicts among Eurasian powers including the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks
- patterns of crisis and recovery including the Black Death
- the preservation of Greek and Roman philosophy, medicine, and science.

Examples of Framing Questions

- What were the effects of the Black Death on the peoples of Eurasia and the Mediterranean Basin?

•

An Overview of the History Strand, Grades 9-10

Learning Standards Applicable to All Grade Levels

- 1. Chronology and Causality.** Students will identify the chronological nature of events; explain and analyze the complex nature of cause and effect in history; and evaluate the validity of cause and effect arguments.
- 2. Place in History.** Students will describe and analyze their lives in historical context by comparing themselves with the aspirations and experiences of people in other times and places.
- 3. Historical Understanding.** Students will analyze how past issues were seen by people at the time, how they made choices based on their perceptions, not knowing what the results of their actions would be; students will explain how the major world religions and ethical systems influence peoples' choices in defining right and wrong, virtue in public life, morality, and justice.
- 4. Evidence and Point of View.** Students will describe, analyze, and evaluate the kinds and uses of evidence for interpreting and writing history and be able to illustrate the different perspectives and interests that historians may bring to their work.
- 5. Interdisciplinary Connections.** Students will describe the differing views of human nature and human needs that underlie major political theories and ideologies; the development and impact of mathematics, science, and technology; and the ways in which high and popular culture in the arts and literature reflect and shape societies.
- 6. Research Skills.** Students will acquire research skills, including the ability to describe, collect, and analyze data from a variety of primary and secondary sources, and apply those skills in effective oral and written argument and debate.

Core Knowledge and Skills: Time Periods, Grades 9-10

United States and
Massachusetts History

World History

1783 to 1890

The Renaissance to 1900

Examples of Framing Questions

Questions that link the Learning Standards to the Core Knowledge,
suggesting topics for inquiry and research.

History Strand

Grades 9-10 Core Knowledge and Skills

**U.S. & Massachusetts History
1783-1890**

Students will:

1. Review and revisit pertinent topics from the history of America and the United States through 1820.

2 Describe growth and change in America to 1861, with emphasis on:

- Sectional differences, including the growth and impact of immigration, the growth and impact of the factory system and cities, and the growth and impact of slavery
- the effects of inventions and the Industrial Revolution on society in the United States
- the development of banking
- political developments, including "Jacksonian" political reforms and the emergence of Democratic, Whig, and "Know-Nothing" parties
- development of American literary and artistic movements, including Transcendentalism and the influence of Ralph Waldo Emerson, Henry David Thoreau, and Margaret Fuller
- the emergence of religious and social reform movements, nativism, and anti-Catholicism
- contributions of Massachusetts to the rise of industry and public education.

Examples of Framing Questions

- How did this country's expansion, trade, and regional interests affect our interaction with other countries?
- How do accounts of the Westward expansion differ and how would a reader identify examples of bias, special interest, or misinterpretation of facts?
- What explains the upsurge of various reform movements, including those for the abolition of slavery and women's rights, at the same time as there was increasing intolerance for immigrants and Catholics?
- How did the Industrial Revolution, immigration, and urbanization affect life in Massachusetts?
-

History Strand

Grades 9-10 Core Knowledge and Skills

**U.S. & Massachusetts History
1783-1890**

Students will:

3. Identify causes, key events, and effects of the Civil War, with emphasis on:

- economic and philosophical differences between the North and South, as explained and exemplified by statesmen such as Daniel Webster and John C. Calhoun
- the debate over slavery, with a focus on the anti-slavery movement, the Missouri Compromise, the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, the Dred Scott decision, and the emergence of the Republican Party
- events leading to secession and war and the social, political, economic, and military strengths and weaknesses of both sides
- major figures on both sides, including Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison
- critical developments in the war, including major battles, and relations with foreign powers, the Emancipation Proclamation, the Gettysburg Address, and Lee's surrender at Appomattox
- life on the battlefield and the impact of the war on the homefront, both North and South.

4. Understand the successes, failures, and impact of Reconstruction, including:

- competing Reconstruction plans
- basic provisions and postwar impact of the 13th, 14th, and 15th Amendments
- the impact of Reconstruction on society in the South
- the social, economic, and political effects of Reconstruction on the North, South, and West.

Examples of Framing Questions

- What were the conflicting views of pre-Civil War Northern and Southern authors and statesmen on the institution of slavery and the lives of slaves?
- Could the Civil War be considered the second American Revolution?
-

History Strand

Grades 9-10 Core Knowledge and Skills

**U.S. & Massachusetts History
1783-1890**

Students will:

5. Describe the impact of industrialization, immigration, and mechanized farming on American life, with emphasis on:

- the final defeat of the Plains Indians and the closing of the frontier
- new technologies and methods of production
- the development of the oil, steel, and railroad industries
- the impact of immigration on labor supply and the movement to organize workers
- government policies affecting the economy
- the rise of agrarian protest
- the growth of cities and their impact on American society.

6. Develop skills for historical analysis, including the ability to:

- identify, analyze, and interpret primary sources (artifacts, diaries, letters, photographs, art, documents, and newspapers) and electronic media (computer information systems) and to make generalizations about events and life in United States history to 1890
- recognize and explain how different points of view have been influenced by nationalism, race, religion, and ethnicity
- distinguish fact from fiction by examining documentary sources
- construct various time lines of United States history since 1783 including landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections
- write analytical essays on historical issues to 1890, utilizing primary and secondary sources.

Examples of Framing Questions:

- How important were the reports, illustrations, editorials, and editorial cartoons of large-circulation popular 19th century magazines such as *Harper's Weekly* in shaping public opinions about slavery, the Civil War, Reconstruction, and issues about Native Americans and immigrants? What can we learn from looking at these sources of information?

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History Strand

Grades 9-10 Core Knowledge and Skills

**World History
The Renaissance to 1900**

Students will:

- 7. Review and revisit pertinent topics in world history through the Medieval Period.**
- 8. Analyze the political, economic, and cultural changes in Europe from 1450-1750, including:**
 - the emergence of capitalism
 - changes in social and family structure
 - political developments, including the Thirty Years' War, the English civil war and Revolution of 1688, the rise of the Dutch Republic, and the impact of Peter the Great in Russia
 - the Renaissance, Reformation, and the Catholic reform movement
 - the sources, key figures, and impact of the Scientific Revolution
 - the sources, key figures, and significance of the Enlightenment
- 9. Describe and analyze the historical developments in at least one of the following territorial empires in Eurasia from 1700-1900**
 - the Ming Dynasty in China
 - the Ottoman Empire
 - the Savafid Empire
 - the Mughal Empire
 - the Tokugawa Shogunate

Examples of Framing Questions

- How were the aristocracies of Western Europe, Russia, and Asia similar, and how did they differ?
- What ideas and assumptions did Enlightenment thinkers have about science, nature, and human nature?
- How did contemporaneous writers and later historians write about the personal codes of knight and samurai, of medieval saints, Renaissance courtiers, and Protestant divines? Are there differences in these interpretations? If so, what accounts for these differences?
- Which fundamental beliefs and principles of Christianity were untouched by the Reformation and which were altered?
-

History Strand

Grades 9-10 Core Knowledge and Skills	
World History The Renaissance to 1900	
<p>Students will:</p> <p>10. Analyze the impact of European expansion into the Americas, Africa, and Asia through in terms of:</p> <ul style="list-style-type: none"> • a description of life in the Americas, Africa, and Asia before European expansion • the roles of explorers and conquistadors • the impact of European technology, pathogens, and trade and agricultural practices on local cultures and institutions • the influence of Christianity • the economic growth of European nations, the rise of mercantilism, and the emergence of banking and global economies - influences of the Americas, Africa, and Asia on European cultures and institutions <p>11. Analyze the causes and consequences of political revolutions from 1776 to 1830, including:</p> <ul style="list-style-type: none"> • the French Revolution, with detailed understanding of its causes, key figures, major ideas, consequences, and significance • the impact of the French Revolution and the Napoleonic Empire on Europe and the world • the causes and effects of the Haitian Revolution and South American independence movements 	
<p>Examples of Framing Questions</p> <ul style="list-style-type: none"> • What effects did developments in science, transportation, and communication have on European expansion into the Americas, Africa, and Asia? • During and after the French Revolution, why did power shift from moderates to extremists and finally into the hands of the military dictatorship of Napoleon Bonaparte? • How were the ideas, conditions, and forces causing the American, French, and South American Revolutions different? Explain how differences in causes and principles may have brought differences in the stages and outcomes of these revolutions. • 	

History Strand

Grades 9-10 Core Knowledge and Skills

**World History
The Renaissance to 1900**

Students will:

12. Describe developments in Eurasian societies from 1750 to 1870, including:

- interactions between the Ottoman Empire and Europe
- social, political, and military developments in Russia
- the impact of the British, Dutch, and French in India and Southeast Asia
- political, social, and economic developments in China's Qing Dynasty
- the transformation of Japan under the Meiji Restoration

13. Analyze and explain the impact of nationalism and social reform movements in Europe and the Americas to 1900, including:

- sources of nationalism and its effects on European politics and society in such events as the revolutions of 1848 and the unification of Italy and Germany
- sources and effects of such reform movements as socialism, Marxism, the labor and women's rights movements
- sources and impacts of cultural, intellectual, and educational trends in 19th century Europe
- social, political, and economic transformations in Latin America and Canada.

14. Analyze and explain patterns of global change from 1800 to 1900, including:

- developments in science and technology
- the Industrial Revolution
- European emigration and world migration
- European, American, and Japanese imperial expansion and its impact on regions of Africa and Asia
- the impact of nationalism in India, Southeast Asia, China, and Japan
- balance of power geopolitics in the aftermath of the Congress of Vienna

Examples of Framing Questions

- What were the consequences of 19th century imperialism for the conquered people and upon the conquering nations?
- What accounts for the emergence of Romanticism as a literary and artistic movement, and what social and political effects did it have on Europe and the U.S.?
- How did the Industrial Revolution transform the lives of women and men, societies, and political ideologies?
-

An Overview of the History Strand, Grades 11-12

Learning Standards Applicable to All Grade Levels

- 1. Chronology and Causality.** Students will identify the chronological nature of events; explain and analyze the complex nature of cause and effect in history; and evaluate the validity of cause and effect arguments.
- 2. Place in History.** Students will describe and analyze their lives in historical context by comparing themselves with the aspirations and experiences of people in other times and places.
- 3. Historical Understanding.** Students will analyze how past issues were seen by people at the time, how they made choices based on their perceptions, not knowing what the results of their actions would be; students will explain how the major world religions and ethical systems influence peoples' choices in defining right and wrong, virtue in public life, morality, and justice.
- 4. Evidence and Point of View.** Students will describe, analyze, and evaluate the kinds and uses of evidence for interpreting and writing history and be able to illustrate the different perspectives and interests that historians may bring to their work.
- 5. Interdisciplinary Connections.** Students will describe the differing views of human nature and human needs that underlie major political theories and ideologies; the development and impact of mathematics, science, and technology; and the ways in which high and popular culture in the arts and literature reflect and shape societies.
- 6. Research Skills.** Students will acquire research skills, including the ability to describe, collect, and analyze data from a variety of primary and secondary sources, and apply those skills in effective oral and written argument and debate.

Core Knowledge and Skills: Time Periods, Grades 11-12

United States and Massachusetts History	World History
1870 to the Present	1900 to the Present

Examples of Framing Questions

Questions that link the Learning Standards to the Core Knowledge,
suggesting topics for inquiry and research.

History Strand

Grades 11-12 Core Knowledge and Skills

**U.S. & Massachusetts History
1870 to the Present**

Students will:

1. Review and revisit pertinent topics in U.S. History to 1890.

2. Analyze and explain Americans' responses to industrialization and urbanization, with emphasis on:

- the rise of the Populist and Progressive Movements
- women's suffrage and temperance movements, and their impact on society
- child labor, working conditions, and the rise of organized labor, including the impact of labor leaders such as Samuel Gompers and A. Philip Randolph
- the impact of Charles Darwin's theory of evolution, with a focus on Social Darwinism
- the emergence of urban political machines
- rising personal income and life expectancy, and improvements in living conditions.

3. Evaluate the social, political, and economic life in the South from the Reconstruction Period to the 20th century, with emphasis on:

- the Reconstruction Period and its impact on politics and government, the economy, demographics, and public opinion
- the impact of disenfranchisement, segregation, especially effect of Jim Crow laws and *Plessy v. Ferguson*
- the economic and social transition from a rural, agricultural society to a more urban, industrialized society.

Examples of Framing Questions

• What did the reform movements of the late 19th century seek to reform, and how successful were they?

• How did developments in science and technology affect society and culture in the Victorian America?

• What was considered to be a regional identity, and what was considered an American identity, and why was this a critical time for revisiting these notions?

•

History Strand

Grades 11-12 Core Knowledge and Skills

**U.S. & Massachusetts History
1870 to the Present**

Students will:

4. Describe and analyze the emerging role of the United States as a power in world affairs between 1865 and World War I, including:

- the growing importance of international trade to key sectors of the U.S. economy
- the acquisition of Alaska and Hawaii
- the Open Door Policy toward China
- the growth of the U.S. Navy
- American interests in Cuba and the Spanish-American War
- Theodore Roosevelt's "Big Stick" diplomacy.

5. Analyze and explain the causes and events leading up to American involvement in World War I, including:

- German threats to U.S. shipping in the Atlantic
- pro-British public opinion
- perceived effects of German victory on U.S. interests.

6. Describe America's post-World War I foreign policy, including:

- opposition to the Bolshevik revolution
- rejection of the League of Nations
- isolationism and attempts at negotiated disarmament
- financing of German war debts.

Examples of Framing Questions

- How did U.S. Involvement in WWI affect social, political, economic, and cultural developments in the 1920s?
- What were the geographical arguments for American isolationism between the two World Wars? How has technology has changed the significance of geography itself?
-

History Strand

Grades 11-12 Core Knowledge and Skills

**U.S. & Massachusetts History
1870 to the Present**

Students will:

7. Describe the ideas and events of the 1920s and 1930s, with emphasis on:

- the migration of African Americans from the rural South to northern cities
- racial tensions and labor strife
- anti-communism and the Red Scare
- the impact of the automobile and the automobile industry, with a focus on Henry Ford
- the impact of Sigmund Freud and the emerging theories of human behavior
- Prohibition, speakeasies, and bootlegging
- urban and rural electrification.
- developments in popular culture and literature and arts

8. Analyze and explain the Great Depression, with emphasis on:

- causes and effects of changes in business cycles
- weaknesses in key sectors of the economy in the late 1920s
- causes and effects of the Stock Market Crash
- the impact of the Depression on the American people
- the origins and impact of New Deal economic policies

Examples of Framing Questions

- What are the different explanations for the coming of the Great Depression? Explain how historians and economists evaluate the roles played by war debts, inflation, tariffs and trade, early depression on the farms, income disparities, stock speculation, and monetary policy.
- What are the positions of present-day liberals and conservatives when they debate the justifications and merits of Franklin D. Roosevelt's New Deal? What arguments and evidence do people on each side use to support their opinions?

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History Strand

Grades 11-12 Core Knowledge and Skills

**U.S. & Massachusetts History
1870 to the Present**

Students will:

9. Analyze and explain the origins and course of American involvement in World War II, including:

- German and Japanese expansion, and American responses, including the Lend-Lease Act
- the strategic threat of Nazi victory in Europe and Japanese victory in the Pacific
- major battles, military turning points, and key strategic decisions, including the decision to use atomic weapons against Japan
- wartime diplomacy among the U.S., Great Britain, and the Soviet Union

Examples of Framing Questions

- How were the U.S. government's post-World War II economic policies affected by memories of problems that arose between World War I and the Great Depression?
- What are the ideas and interests behind anti-Semitism, and what have been the manifestations and consequences of these ideas for the Jewish people from the Middle Ages to the present day?
- What were the multiple perspectives and political and ethical considerations involved in the decision to develop and use the atomic bomb? How have later historians interpreted this issue?
-

History Strand

Grades 11-12 Core Knowledge and Skills

**U.S. & Massachusetts History
1870 to the Present**

Students will:

10. Explain the major social, political, and economic developments in the United States from the end of World War II, with a special focus on:

- post-war prosperity
- the emergence of television and the impact of popular culture
- investigations of alleged Communists in the U.S. Government and the entertainment industry
- the expanding role of the federal government, including consideration of the Great Society
- Vietnam war and protests
- assassinations of John F. Kennedy, Robert F. Kennedy, and Martin Luther King, Jr.
- the women's rights movement
- the impact of Watergate and political scandals
- space exploration
- advances in computer and telecommunications technology, with an emphasis on Massachusetts' contributions
- the contributions of prominent Massachusetts public figures, including John Kennedy, Henry Cabot Lodge, John McCormack, Thomas P. O'Neill and current leaders.

11. Explain and analyze the post-war civil rights movement, its public policy achievements, and its effect on the extent of racial discrimination, with emphasis on:

- the NAACP, *Brown v. Board of Education*, and school desegregation in Boston
- civil disobedience in the South, including the roles of Rosa Parks, Martin Luther King, Jr., and SNCC
- the Civil Rights Act of 1964 and Voting Rights Act of 1965
- racial violence in urban centers
- affirmative action.

Examples of Framing Questions

- What forces caused McCarthyism, and how did it affect political debate?
- What is the extent of continuity and change in the rights and circumstances of American women and minorities since 1945?
- How has the development of computer technology transformed life in the U.S.?
-

History Strand

Grades 11-12 Core Knowledge and Skills

**World History
1900 to the Present**

Students will:

12. Describe the major economic, political, and social forces at work in the early 20th century, including:

- the emergence of the five major industrial powers: Great Britain, Germany, France, Japan, and the United States
- the causes and consequences of rebellions in South Africa (1899), Russia (1905), the Ottoman Empire (1908), Mexico (1911), and China (1911).

13. Analyze and explain the origins and effects of World War I, with emphasis on:

- the declining power of the Ottoman, Austrian, and Russian empires and the rising power of Germany
- rising Balkan nationalism
- the web of European military alliances
- imperial conflicts in Africa and Asia
- the impact of mobilization for war, at home and abroad
- major battles, military turning points, and key strategic decisions, including U.S. entrance into the war
- the rise of V.I. Lenin and the Bolshevik revolution
- the emergence of new nation states in Eastern Europe
- the destruction of the 19th century balance of power and the emergence of the U.S. as a great power
- the economic impact of the war and the Treaty of Versailles.

14. Analyze global events from 1920 to 1940, with an emphasis on:

- the short term consequences of the Treaty of Versailles on the German, Hapsburg, and Ottoman Empires
- the formation and impact of the League of Nations
- changes in colonial rule in Africa and the Middle East
- the causes of rising nationalism in India, Africa, and Southeast Asia
- the struggles between the Kuomintang and the Communists in China
- the rise of militarism and fascism in Japan
- challenges to the democratic governments in Latin America
- the impact of science and technology, especially the contributions of Sigmund Freud, the Curies, and Albert Einstein
- the causes and consequences of the Great Depression.

Examples of Framing Questions

- What effects did Wilson's Fourteen Points have on geopolitics after WWI?
- What were the similarities and differences between the Communist revolutions in Russia and China?
-

History Strand

Grades 11-12 Core Knowledge and Skills
World History 1900 to the Present
<p>15. Analyze the origins and effects of World War II, with emphasis on:</p> <ul style="list-style-type: none"> • the effect of the Versailles Treaty on the German economy; • the weakness of the League of Nations; • the economic, social, and political effects of the Great Depression; • the rise of totalitarian regimes in Germany, Italy, and Japan; • Japanese expansion into Korea, China, and Southeast Asia; • German occupation of the Rhineland and annexation of Austria; • appeasement, the Munich Conference, and the partition of Czechoslovakia; • the Nazi-Soviet Pact and the partition of Poland; • wartime diplomacy among the U.S., Great Britain, and the Soviet Union; • major battles, military turning points, and key strategic decisions, including the decision to use atomic weapons against Japan; • the Holocaust and its impact; • the weakening of colonial authority in Asia and Africa; and • the emergence of the United States and Soviet Union as the pre-eminent world powers. <p>16. Describe and analyze the major post-war political and economic changes, including:</p> <ul style="list-style-type: none"> • Economic recovery in Europe and Japan • the formation and impact of the United Nations • the rise of the Soviet bloc • the rise of Communist China • the outbreak of the Cold War and its major crises • the impact of the Cold War on countries in the Middle East, Africa, Asia, and Latin America • the independence movements in India, Africa, and Southeast Asia • The causes and impact of detente • the collapse of the Soviet Union and the Warsaw Pact • the impact of immigration, the women's movement, and regional nationalism on European society.
<p>Examples of Framing Questions</p> <ul style="list-style-type: none"> • What role has propaganda played in WWII and the Cold War? • What political, social, and economic effects did the rivalry between the U.S. and Soviet Union have on nations in Africa, Asia, Latin America, and the Caribbean? •

History Strand

Grades 11-12 Core Knowledge and Skills
World History 1900 to the Present
17. Demonstrate skills in historical research and geographical analysis by <ul style="list-style-type: none">• validating sources as to their authenticity, authority, credibility, and possible bias.
Examples of Framing Questions <ul style="list-style-type: none">• What changes in science and technology will have the greatest impact in the next fifty years?•

Geography Strand

"Knowledge of geography enables people to develop an understanding of the relationships among people, places, and environments over time--that is, the earth as it was, is, and might be...(Geographic) understanding is (now) more urgently required than ever for all students because of our new global realities--the interconnected, integrated, and interdependent character of our lives."

---National Geographic Education Standards Project, 1994

How do we gain a sense of place, a sense of where we belong in the world? First come the attachments of early life--the house we live in, family, friends, neighborhood, schools. Then the study of geography extends our vision of the earth as we examine places and people elsewhere, whether across the state or around the globe. Students may never know first hand what it is like to grow up on another continent, but geography will open new experiences of mind and imagination, and let them find their kinship with people who once seemed strange and distant.

Just as time is the lens through which to see change and continuity in people's lives, space is the lens through which to see how our lives are influenced by place, climate, and natural resources--and, in turn, how individuals and societies use their resources and shape their environments. Geography builds a range of skills with maps, globes, charts, photography, and instruments for navigation, weather reporting, geological, and astronomical exploration. As in their study of history, students examine and weigh evidence from many sources--data on weather patterns, minerals, agricultural production, population, migration, disease, and environmental change.

The goal of geography and environment instruction is to provide an understanding of the human and physical characteristics of the earth over time, and the interrelationships between people and nature.

The Learning Standards in Geography are:

- 7. Spaces in the World.** Students will identify and explain the location, names, and features of places and regions organized by human action over time.
- 8. Places and Regions.** Students will describe and depict in maps and models the earth's spaces and explain the importance of their physical and biological characteristics to historical developments, placing people and events in a matrix of time and place.
- 9. Physical Earth and Human Systems.** Students will explain, analyze, and evaluate the influence of geography and climate on population distribution, and cultural, economic, political, and military events and systems.
- 10. People and Environments.** Students will explain, analyze, and evaluate the tensions between human needs and nature's limits.

Geography Strand

Learning Standard 7. Spaces in the World. Students will identify and explain the location, names, and features of places and regions organized by human action over time.

	Core Knowledge and Skills	Example
PreK-4	<p>Identify and locate the North and South Pole, Equator, world's hemispheres, continents, oceans, and major mountain ranges.</p> <p>Identify and locate major countries of the world.</p> <p>Identify and locate the states, territories, and major cities of the United States and Massachusetts cities, and towns.</p>	<p>PreK-2: Students examine a relief map of the United States, discuss how mountain ranges are indicated, and make a list of their names.</p> <p>3-4: As they begin a study of their community, students draw mental maps of Massachusetts, locating their city or town. They compare their mental maps to real maps, and as the unit progresses, develop more detailed and accurate maps of the state.</p>
Grades 5-8	<p>Identify and locate the major countries in each global region, the world's major seas, rivers, lakes, and rain forests.</p> <p>Identify and locate the 13 original colonies of the United States, and the states and territories of the U.S. added between 1800 and 1820.</p>	<p>As they study ancient civilizations, students make maps that indicate archaeological sites in relation to bodies of water.</p>
Grades 9-10	<p>Identify and locate the world's major capital cities, commercial and cultural centers, tourist destinations, and historical sites.</p> <p>Identify and locate the states of the Union and Confederacy during the Civil War, and the states of the U.S. added by 1890.</p>	<p>Students write and illustrate travel brochures for countries, highlighting important cities and regions.</p>
Grades 11-12	<p>Identify and locate the states of the US. added after 1890.</p> <p>Identify and locate major changes in national boundaries and names brought about by the outcomes of war, revolution, and independence movements in the 20th century.</p>	<p>As they study Africa in the 20th century, students create maps showing the changes in country names and borders, and write accompanying reports explaining why those changes took place.</p>

Geography Strand

Learning Standard 8. Places and Regions. Students will describe and depict in maps and models the earth's spaces and explain the importance of their physical and biological characteristics to historical developments, placing people and events in a matrix of time and place.

	Core Knowledge and Skills	Example
PreK-4	<p>Use concepts and vocabulary related to absolute location (grid systems such as longitude and latitude), and relative location (direction, reference to neighboring states, water features) to describe orientation in space.</p> <p>Use tables, graphs, and charts in combination with maps to classify regions with common topographical characteristics.</p> <p>Construct physical maps and three-dimensional models incorporating cardinal direction, scale, and map symbols to convey geographic information about neighborhoods; Massachusetts cities and towns; and states, regions, and cities of the United States.</p>	<p>PreK-2: On the playground, students use a compass to locate north, east south, and west.</p> <p>3-4: Students locate their school and their homes on a city or town map, and write directions explaining how to travel from school to home.</p> <p>3-4: Students make a physical map of New England and describe its topography, waters, coastline, and climate, and state boundaries.</p>
Grades 5-8	<p>Interpret and analyze geographic information from maps, photographs, drawings, films, graphic displays, computer databases, and verbal descriptions.</p> <p>Communicate geographic information by constructing maps, organizing data into graphs, charts, drawings, and providing written and oral analyses.</p> <p>Apply knowledge of geography to the explanation of the historical migrations of peoples, expansion and disintegration of cultures and empires, and the growth of economic systems in world cultures and in the United States.</p> <p>Identify the characteristics and uses of different geographic tools, such as choropleth maps, climograph, cartogram, and population pyramids.</p>	<p>From the analysis of historical maps, climate data, primary source accounts, pictures, and archaeological data, students explain in words and with maps how geography and climate influenced the ways Native American groups lived at various historical periods between the 1600s and the 1900s.</p> <p>As part of their study of ancient civilizations, students make maps showing comparisons of the distribution of the major religious cultures in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism until A.D. 1100</p>

Geography Strand

Learning Standard 8. Places and Regions (continued). Students will describe and depict in maps and models the earth's spaces and explain the importance of their physical and biological characteristics to historical developments, placing people and events in a matrix of time and place.

	Core Knowledge and Skills	Example
Grades 9-10	Identify and analyze the characteristics of different kinds of maps and map projections and apply that knowledge to the interpretation and construction of political, physical, and thematic maps of countries and regions.	Students collect examples of historical and contemporary maps of Europe, the Middle East, and Asia, make a chart delineating the features of each kind of map, and analyze the way in which different kinds of information about the countries and regions are presented.
Grades 11-12	Synthesize information from maps, texts, pictorial images, and quantitative data to form and present interpretations of geographical, historical, and social movements and events.	A student consults print and Internet sources to obtain data on the issue of global warming. After reviewing data and differing conclusions of scientists, she presents a report to her class outlining the highlights of the conflicting views, and her own conclusions.

Geography Strand

Learning Standard 9. Physical Earth and Human Systems. Students will explain, analyze, and evaluate the influence of geography and climate on population distribution, and cultural, economic, political, and military events and systems.

	Core Knowledge and Skills	Example
PreK-4	Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general pattern of economic growth in Massachusetts.	3-4: Students research how the geography of Massachusetts influenced the location of communities, the forms of shelter, and the economic life of Native Americans and English settlers in the 16th century.
	Compare rural, suburban, and urban communities and describe how the local community has changed physically and demographically over time.	PreK-2: During the year, students make a list of the changes that happen in their neighborhood, such as the construction of a new playground or the demolition of an older building.
Grades 5-8	Analyze how certain cultural characteristics, such as language, ethnic heritage, religion, political philosophy, social and economic systems, and shared history, can link or divide regions.	By interviewing parents and older friends and relatives, and reading primary sources such as newspapers, students gather information on how and why the ethnic composition of some neighborhoods in their city or town has changed since the 1940s.
	Explain how regions may be physically or culturally connected, and how people, goods, and services move among them.	

Geography and Environment Strand

Learning Standard 9. Physical Earth and Human Systems (Continued). Students will explain, analyze, and evaluate the influence of geography and climate on population distribution, and cultural, economic, political, and military events and systems.

	Core Knowledge and Skills	Example
Grades 9-10	<p>Trace the advance of the frontier and the territorial expansion of the United States and explain how it was influenced by the physical environment.</p> <p>Describe the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.</p> <p>Describe and analyze how geography and climate affect the development of cultural and political patterns.</p>	<p>Students research the contrasting geographical conditions among regions of Africa and Asia analyzing how they may have shaped the different political, economic, and social systems of peoples over time.</p>
Grades 11-12	<p>Explain the role of topography, waterways, distance, and climate in the major turning points for the contending forces in the two World Wars.</p> <p>Explain, analyze, and evaluate the development of the environmental movement in the United States and its effect on environmental quality, property rights, and the economy.</p>	<p>Students read excerpts from Rachel Carson's <i>Silent Spring</i>, and magazine and newspaper articles from the 1950s reacting the Carson's ideas. They then research subsequent legislation, such as the Clean Air and Clean Water Acts, and the Endangered Species Act, and write a case study of a specific controversial environmental issue.</p>

Geography Strand

Learning Standard 10. People and Environments. Students will explain, analyze, and evaluate the tensions between human needs and nature's limits.

	Core Knowledge and Skills	Example
PreK-4	Identify the precautions and daily labor required to grow and protect crops and animals, and conserve soil and water.	PreK-2: Students study farming in Massachusetts and make a list of the important requirements of the industry.
	Identify and describe an environmental problem to be solved in one's own city or town in Massachusetts.	
Grades 5-8	Explain and analyze the dependence upon water in ancient and modern civilizations.	Students research how the use of water was managed in Egyptian, Mesopotamian civilizations and prehistoric Pueblo cities of the Southwest, and compare that to the way in which water use is monitored and managed in modern agriculture.
	Evaluate historians' assertions about the connections between overfarming and soil erosion and economic and social distress in history.	
Grades 9-10	Describe the intended and unintended consequences of technological advances in transportation, food production and preservation of the 19th century in Massachusetts and the United States.	Students describe and debate current arguments over the degree of environmental regulation that is fair and effective in such cases as the New England fishing and logging industries
	Compare the differences in environmental impact of different kinds of cultures.	
Grades 11-12	Identify selected physical and ecological processes, describe their characteristics, explain their impact on human and physical systems, and evaluate efforts to manage their consequences in developed and less developed region of the world.	Students research the environmental changes caused by rapid urbanization in selected developing countries, analyze resulting social problems, and generate possible solutions for the future.

Economics Strand

“The principles of economics bear directly on the ordinary business of life, affecting people in their roles as consumers and producers. Economics also plays an important role in local, state, national, and international public policy. Economic issues frequently influence voters in national, state, and local elections. A better understanding of economics enables people to understand the forces that affect them every day, and helps them identify and evaluate the consequences of private decision and public policies.”

---Voluntary National Content Standards in Economics, 1997⁷

In order to follow a political debate about a proposed constitutional amendment to require a balanced federal budget, to project the costs of starting up a new business, or to make personal decisions about saving and spending, students need to have a basic introduction to economic principles. Massachusetts students have often studied economic questions related to history, investigating topics such as: “How did the industrial economy of the Northern states contrast with the agricultural economy of the South prior to the Civil War?”

Although the ability to apply an economic lens to historical events is important, learning to use the vocabulary of economics and learning to reason about economic issues in a modern market economy have emerged as key goals in the current standards-setting movement. According to the *National Content Standards for Economics*,

Learning how to reason about economic issues is important because the analytic approach of economics differs in key respects from approaches appropriate for other subjects such as history and civics. ...Skills, as well as content, play an important role in economic reasoning. The key skills students must develop include an ability to:

- identify economic problems, alternatives, benefits, and costs
- analyze the incentives at work in an economic situation
- examine the consequences of changes in economic conditions and public policies
- collect and organize economic evidence and
- compare benefits with costs.

The United States is the world’s largest economy. The writers of the economic standards write that American citizens must “understand pertinent facts about its economy, including its size, and the current rates of employment, inflation, and interest. They must understand that economists hold differing views on some economic issues, such as “the appropriate size of government in a market economy, how and when the federal government should try to fight unemployment and inflation, and...should try to promote economic growth.”

The Learning Standards in this strand lay the foundation for enabling students to make wise

economic decisions about their own lives and become intelligent consumers, employers, and workers. A solid grounding in economics will help students prepare for the global marketplace and the complex world of tomorrow.

The Learning Standards in economics are as follows:

11. Fundamentals of Economics. Students will identify, define, and use correctly basic economic terms and concepts, relating them to historical and current events and/or personal experiences.

12. Economic Systems. Students will describe, compare, analyze, and evaluate systems of organizing the production, distribution, and consumption of goods and services and explain their effect upon people's daily lives and social and political institutions throughout history.

13. History of the Economy of the United States. Students will describe the history and development of the United States economy, and explain, analyze, and evaluate the issues of the debate over government economic policies since the American Revolution.

14. Trade and Interdependence. Students will describe the workings of international trade, and explain, analyze, and evaluate the degree to which the United States economy affects and is affected by economies beyond its borders.

Economics Strand

Learning Standard 11. Fundamentals of Economics. Students will identify, define, and use correctly basic economic terms and concepts, relating them to historical and current events, community life, and/or personal experiences.

	Core Knowledge and Skills	Example
PreK-4	Identify, define, and use correctly the following terms, relating them to community life and personal experiences: goods and services, natural, human, and capital resources, scarcity, production, distribution, consumption, consumer, buyer, producer, product, seller, labor, job, wage, salary, competition, money, wealth, capital, income, profit, loss, voluntary exchange, barter, trade, bank, savings, spending, savings account, checking account, credit card	PreK-2: Students identify producers of five different types of goods and five different types of services in their community. 3-4: Students explain the relationship between saving money and earning interest and borrowing money and paying interest.
Grades 5-8	Identify, define, and use correctly the following terms and concepts, relating them to historical and current events, community life, and/or personal experiences: economics, division of labor, supply and demand, incentives, comparative advantage, agrarian and industrial economies, taxation, tariffs, accounting, assets, liabilities, interest, budget, expenses, debt, borrowing, investment, stock, bond, stock market, monopoly, corporation, public/private sector, market economy, command economy, for-profit and not-for-profit institutions, import, export, currency, product, service, tangible and intangible goods, entrepreneurship, labor union, collective bargaining, marginal costs and benefits.	Students keep track of their expenses in a one-month period, compare it to their income, and project a monthly budget in which their expenses will not exceed their income. Students explain how a decrease in the price of VCRs can cause a decrease in the price of popcorn at movie theatres.

Economics Strand

Learning Standard 11. Fundamentals of Economics (Continued). Students will identify, define, and use correctly basic economic terms and concepts, relating them to historical and current events, community life, and/or personal experiences.

	Core Knowledge and Skills	Example
Grades 9-10	Identify, define, and use correctly the following terms and concepts, relating them to historical and contemporary events, community life, and/or personal experiences: Gross Domestic Product, Consumer Price Index, national income accounting, inflation, deflation, depression, recession, interest rates, exchange rates, balance of payments, government fiscal policy	<p>As part of their school-to-employment research, students interview owners of small businesses about their revenues, profit margins, and accounting methods. They translate this knowledge into plans for a small business of their own, with emphasis on initial revenue projection, start-up costs, and financing.</p> <p>Students decide how many workers to hire for a profit-maximizing car wash by comparing the cost of hiring each additional worker to the additional revenues derived from hiring each additional worker.</p>
Grades 11-12	Identify, define, and use correctly the following terms and concepts, relating them to historical and contemporary events: Federal Reserve, central banks, microeconomics, macroeconomics, foreign trade, money supply, trade restrictions, economic development, developing nations, monetary policy, balanced budget.	Students choose a particular issue, such as aid to education, and document how a municipal, state, or federal budget is created, noting the roles of the executive and legislative departments, agencies, state or municipal boards, and the roles of citizens and lobbyists.

Economics Strand

Learning Standard 12. Economic Systems. Students will describe, compare, analyze, and evaluate systems of organizing the production, distribution, and consumption of goods and services and explain their effect upon people's daily lives and social and political institutions throughout history.

	Core Knowledge and Skills	Example
PreK-4	<p>Describe the differences among human resources, natural resources, and capital resources used to produce goods and services.</p> <p>Describe the differences between goods and services, and explain how people can be both producers and consumers.</p> <p>Explain how limits on resources require people to make choices.</p> <p>Distinguish between money and barter economies, and explain the difference between using cash, checks, and credit for purchases.</p> <p>Describe different ways in which wealth can increase in value through savings and investment.</p>	<p>3-4: During a unit on archaeology, students identify artifacts that provide evidence of a division of labor in early societies.</p> <p>3-4: Students describe a situation that requires a choice, make a decision, and then identify the opportunity cost.</p> <p>PreK-2: As they study contacts among the Pilgrims and Native Americans, students make lists of the goods and services bartered.</p>
Grades 5-8	<p>Explain the structure and operation of the United States economy, including :</p> <ul style="list-style-type: none"> • the basic concepts of a free market, private property, private enterprise, profits, incentives, markets and competition • the relation between taxation, government services, and economic activity • the economic impact of consumption, savings and investment, and borrowing by individuals, firms, and governments • operation of the financial system, including banks and stock markets. <p>Compare economic systems in various places and historical periods.</p>	<p>In September each student "invests" a hypothetical \$500 in a stock or mutual fund and makes a chart of weekly earnings or losses. At the end of the school year, each student reports on the yearly profits or losses and the students collaborate on a report comparing the performance of the stocks and mutual funds they have followed.</p> <p>Students compare the economic systems of ancient Athens and Rome or the Northern and Southern states in the U.S. from colonial times to 1820.</p>

Economics Strand

Learning Standard 12 . Economic Systems (continued). Students will describe, compare, analyze, and evaluate systems of organizing the production, distribution, and consumption of goods and services and explain their effect upon people's daily lives and social and political institutions throughout history.

	Core Knowledge and Skills	Example
Grades 5-8 (continued)	<p>Explain the basic elements and concepts of business management in a market economy, including:</p> <ul style="list-style-type: none"> • product design, production, pricing, sales, and marketing • competition and market share • labor relations • assets, liabilities, risk, investment, productivity, and earnings 	<p>Students play a market game in which buyers and sellers determine the market price for a common product, for example, wheat, apples, or baseballs.</p>
Grades 9-10	<p>Describe and apply basic concepts and elements of macroeconomics, including</p> <ul style="list-style-type: none"> • gross domestic product accounting, • equilibrium income and output, • money supply, interest, and income • inflation and unemployment, • capital, labor, and productivity. <p>Describe, analyze, and evaluate the role of governments in the U.S. economy, including:</p> <ul style="list-style-type: none"> • provision of public goods and services; • the impact of government taxation, borrowing, and spending; • protection of consumer rights, contracts, and property rights; • the role of the Federal Reserve System and the impact of monetary policy on the money supply and interest rates. <p>Describe and evaluate the costs and benefits of government intervention in economies.</p>	<p>Students collect data on interest rates, the rate of inflation, and new housing starts over the past 25 years. They analyze how changes in real interest rates affect people's decisions to borrow in order to buy a house.</p> <p>Students compare the various sources of state and local revenues and various categories of state and local expenditures in their community with those for the United States federal government.</p>

Grades 11-12	<p>Compare the economic and political system of the United States with those of other nations, and evaluate these systems in terms of :</p> <ul style="list-style-type: none">• the degree of governmental control over the economy;• entrepreneurship, productivity, health, and standards of living.	<p>A student researches government funding for the arts and humanities in China, Russia, Japan, India, France, Great Britain, and the U.S. Based on these case studies, she writes a report to answer this question: "How do governments decide whether and to what extent they will support cultural activities?"</p>
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Economics Strand

13. Economy of the United States. Students will describe the history and development of the United States economy, and explain, analyze, and evaluate the issues of the debate over government economic policies since the American Revolution.

	Core Knowledge and Skills	Example
PreK-4	<p>Describe kinds of jobs and the economic specialization and interdependence involved in the production of goods and services in various types of communities.</p> <p>Describe the impact of changing modes of transportation and communication on the distribution of goods and services.</p> <p>Describe the stages of economic change in Massachusetts from the 1600s to the present.</p>	<p>Students create a timeline of Massachusetts industries: fishing and subsistence farming in the 17th century, the beginnings of the textile and whaling industries in the 18th century, large-scale manufacturing in the 19th and early 20th centuries, and conversions to technology, service, education, and tourism in the mid-to-late 20th century.</p>
Grades 5-8	<p>Explain the conflicting views of Jefferson and Hamilton on the appropriate relation of government to the economy.</p> <p>Analyze the effects of foreign and American inventions on the U. S. economy in the 18th and early 19th centuries.</p>	

Economics Strand

13. Economy of the United States. Students will describe the history and development of the United States economy, and explain, analyze, and evaluate the issues of the debate over government economic policies since the American Revolution.

	Core Knowledge and Skills	Example
Grades 9-10	<p>Explain the change and continuity in U.S. government policies in support of business and industrial expansion, and the significance of tariffs, banking, land grants, railroad subsidies, taxation, and labor policies in the 19th century.</p> <p>Analyze the impact of immigration, war, and post-war policies on the United States economy of the 19th century.</p>	<p>Students research and present reports on the impacts of the Civil War and Reconstruction on various segments of the economy in the North and South.</p>
Grades 11-12	<p>Describe the development and expansion of corporations in late 19th and early 20th centuries.</p> <p>Analyze the social impact of new industries, manufacturing techniques, and lending practices in the early 20th century.</p> <p>Analyze the national and inter-national forces that caused and sustained the Depression in the 1920s and 1930s.</p> <p>Analyze the impact of economic policies in the 1930s and 1940s; and the changing social and economic effects of these and subsequent social policies from their inception to the present.</p> <p>Analyze and evaluate the renewed debate of the late 20th century over the degree and aims of government economic regulation.</p>	<p>Students research the late 19th and early 20th century concentration of economic power in corporations and banks, and explain the workings of monopolies, buyouts, holding companies, and the stock market.</p> <p>Students analyze the social impact of new industries such as the automobile, electrical appliances, mass production, advertising, easy credit, and rising buying power of the middle class and skilled industrial workers between 1900 and 1929.</p> <p>After reading articles about the rising costs for Social Security and health care for the elderly, students research the arguments for and against applying a means tests for Medicare benefits, and conduct a debate on the issue.</p>

Economics Strand

Learning Standard 14. Trade and Interdependence. Students will describe the workings of international trade, and explain, analyze, and evaluate the degree to which the United States economy affects and is affected by economies beyond its borders.

	Core Knowledge and Skills	Example
PreK-4	<p>Identify the sources of ordinary goods and distinguish among those that come only from other countries, those produced only in the United States, and those produced both here and abroad.</p> <p>Explain why traders and explorers in the past were willing to go great distances and overcome obstacles.</p>	<p>PreK-2: After interviewing the produce manager of a local supermarket, students make a map identifying where their favorite fruits and vegetables come from.</p> <p>3-4: Students identify the countries where their toys, sports equipment, and clothes are made, and conduct research on the extent of child labor in factories in those countries.</p> <p>3-4: A student reads a biography of Marco Polo, traces his journey on a map, and creates a display about the goods that he discovered or traded in his travels.</p>
Grades 5-8	<p>Identify examples of international trade in Massachusetts and explain the demand, supply, and sources of profit at each trading point.</p>	<p>Students analyze the importance of the China trade to the Massachusetts economy in the late 18th and early 19th centuries.</p>

Economics Strand

Learning Standard 14. Trade and Interdependence (continued). Students will describe the workings of international trade, and explain, analyze, and evaluate the degree to which the United States economy affects and is affected by economies beyond its borders.

	Core Knowledge and Skills	Example
Grades 9-10	<p>Identify and explain the basic concepts and elements of international trade, including:</p> <ul style="list-style-type: none"> • balance of payments accounting • comparative advantage • tariffs, quotas, and other trade restrictions • the effect of trade policy on domestic employment, income, and price level. 	<p>Students explain how a tariff on imported cacao beans affects the production of chocolate candy in the United States and how it affects people in cacao growing countries.</p> <p>Students apply the concepts of opportunity cost and comparative advantage to the following problem: The Netherlands can produce in one day either 4 drill presses or 8 embroidered tablecloths. Using the same amount of resources, Portugal can produce 2 drill presses or 7 tablecloths. Which country should specialize in drill presses or import tablecloths, and why?</p>
Grades 11-12	<p>Identify and explain the basic concepts and international finance, including:</p> <ul style="list-style-type: none"> • the relationship between trade balance and capital flow; • international lending and investment. <p>Analyze the patterns and networks of economic interdependence, with emphasis on specialization, competition, access to labor, capital and natural resources, technology transfer, communications, and multinational corporations.</p> <p>Distinguish between developed and developing countries, and analyze how the level of economic development relates to the quality of life.</p> <p>Analyze and evaluate arguments among economists, labor, business and political leaders over the positive and negative effects of worldwide free trade on the economic and social interests of citizens of the United States.</p>	<p>Using data from the World Bank, a student analyzes the relationship among levels of education for women, birth rates, and infant mortality rates in developing countries.</p>

Civics and Government

"Government of the people, by the people, and for the people, in Lincoln's phrase, means that people have the right to control their government. But this right is meaningless unless they have the knowledge and skills to exercise that control and possess the traits of character required to do so responsibly...Civic education, therefore, is essential to the preservation and improvement of the American constitutional democracy."

--National Standards for Civics and Government, 1994

The eternal struggle to maintain justice and security in any society against opposing forces, from within and without, is one of history's biggest and most suspenseful stories. Democracy's great aspiration to do all this, in addition to guaranteeing individual liberty and human equality, requires that its citizens be highly informed and sophisticated about politics. Americans must study the long and complicated history of free government, the ideas and conditions behind its advances and defeats, the people who fought for it and those who have obstructed or destroyed it. Civic education needs to be part of every student's program throughout the elementary and secondary years, for it aims at nothing less than nurturing political wisdom and civic virtue.

Preparing students for citizenship requires education in the historical evolution of political ideas and institutions, in the affects of political systems on human life, and the ways in which politics has been shaped by geography, technology, economics, social structures, culture, religion, and philosophy, and by particular groups of individual men and women. The goal of civics education is to develop in all students the requisite knowledge and skills for informed, responsible participation in public life. Civics instruction should provide regular opportunities at each grade level for students to develop a basic understanding of politics and government and to practice the skills of good citizenship.

The Learning Standards for Civics and Government are:

15. The Nature of Authority and Responsibility. Students will define different forms of authority and responsibility, and describe and analyze the range of ways to exercise them.

16. Principles and Practices of American Government. Students will describe how the United States government functions at the local, state, national, and international levels; and analyze the background and evolution of political democracy in the United States to the present day.

17. Citizenship. Students will identify and practice their own roles in a democracy, assessing their rights and responsibilities as decision makers.

18. Forms of Government. Students will compare, contrast, and analyze diverse forms of government; evaluate the efficacy, advantages, and disadvantages of diverse forms of government;

government; evaluate the efficacy, advantages, and disadvantages of diverse forms of government;

Civics and Government Strand

Learning Standard 15. The Nature of Authority and Responsibility.

Students will define different forms of authority and responsibility, and describe and analyze the range of ways to exercise them.

	Core Knowledge and Skills	Example
PreK-4	<p>Identify and describe sources and responsibilities of authority; define government and describe some of the jobs performed by government:</p> <ul style="list-style-type: none"> • Roles and responsibilities of people in the school community • Roles and responsibilities of people in the local community, including the police and fire departments, important aspects of town or city government, workers in the service sector encountered by the student • Names of the President of the United States, the Governor of Massachusetts <p>Describe positive and negative uses of authority.</p> <ul style="list-style-type: none"> • Provide examples of leadership and responsibility seen in American history and current events. 	<p>PreK-2: As they read stories, children explain differences between characters or people who use power justly for the common good, and those who use it in cruel or selfish ways.</p> <p>3-4: Students read biographies of United States leaders and write reports describing and evaluating their contributions.</p>
Grades 5-8	<p>Drawing on current events and the Core Knowledge of the History Strand for this gradespan,</p> <ul style="list-style-type: none"> • Identify the Commonwealth's two U. S. Senators, and the U.S. Representative from their district. • Identify political groups within nations and how government authorities reconcile the needs of these groups. • Identify essential characteristics of limited and unlimited government. • Describe, compare, and analyze different uses and abuses of power and authority, and responses to these. • Evaluate the benefit and liabilities of centralized government. 	<p>Students explain why, in the 18th century, most political leaders could believe it reasonable to exclude women, Native Americans, slaves, and men without property from voting and holding office.</p> <p>Students explain the provisions of the Constitution and the Bill of Rights that define and preserve the difference between legitimate authority of government and its illegitimate exercise of power.</p>

Civics and Government Strand

Learning Standard 15. The Nature of Authority and Responsibility (Continued).
Students will define different forms of authority and responsibility, and describe and analyze the range of ways to exercise them.

	Core Knowledge and Skills	Examples
Grades 9-10	<p>Drawing on current events and the Core Knowledge of the History Strand for this gradespan,</p> <p>Develop definitions of civic life, politics, government, power and authority: describe how different societies or cultures have defined power and made rules for its exercise in their society.</p> <p>Analyze the roles of rights and personal freedom in the U. S. Government.</p>	<p>Students explain how and why, in various stages of the French Revolution, power shifted from moderates to extremists, and finally into the hands of the military dictatorship of Napoleon Bonaparte.</p>
	<p>Differentiate between limited and unlimited government; between legitimate and illegitimate political power; between the rule of law and the rule of men.</p>	
Grades 11-12	<p>Drawing on current events and the Core Knowledge of the History Strand for this gradespan,</p> <p>Analyze events which modify power structures in governments.</p>	<p>Students describe the 20th century gains in power made by women, minority groups, and grassroots movements, and explain the political and economic conditions, leaders, and methods aiding their causes in the U.S.</p> <p>Students explain the imbalance between the political power of American workers and their employers up to the 1940s, despite universal manhood suffrage.</p>

Civics and Government Strand

Learning Standard 16. Principles and Practices of American Government.
Students will describe how the United States government functions at the local, state, national, and international levels; and analyze the background and evolution of political democracy in the United States to the present day.

	Core Knowledge and Skills	Example
PreK-4	<p>Define, give examples of, and explain the following concepts and terms:</p> <ul style="list-style-type: none"> • Rights; responsibilities, fairness, equal opportunity, respect for others • The common good, due process • Rules, the reasons for them, the consequences of breaking them • The making and enforcement of laws, determining violations of laws, and the government bodies which perform these functions at the local, state, and national levels • Honesty, courage, leadership, justice, kindness, self-discipline • The interaction between rights and responsibilities • The reasons for laws and constitutional mandates to protect rights, the consequences of violating them; and the role of citizenship in promoting them. <p>Explain the meaning of basic democratic ideals written in key American documents, such as:</p> <ul style="list-style-type: none"> • Inalienable rights ("life, liberty, and the pursuit of happiness") • The rule of law, justice, equality under law, representative democracy <p>Identify patriotic symbols, pledges, and songs</p> <ul style="list-style-type: none"> • American and Massachusetts flags • Pledge of Allegiance • "The Star Spangled Banner" 	<p>PreK-2: Students describe historical figures, holidays, and monuments that have to do with people's quests for freedom, justice, equality, and self-government.</p> <p>3-4: As a class, students discuss the concept of rights and responsibilities; based on this discussion, they establish rules to govern their behavior in the classroom.</p>

Civics and Government Strand

Learning Standard 16. Principles and Practices of American Government (Continued).

Students will describe how the United States government functions at the local, state, national, and international levels; and analyze the background and evolution of political democracy in the United States to the present day.

	Core Knowledge and Skills	Example
Grades 5-8	<p>Describe how the ideals expressed in key documents relate to the structures, functions, and powers of national, state, and local governments, including:</p> <ul style="list-style-type: none"> • the division of powers among levels of government • the units of Massachusetts government--cities, towns, counties, and regional authorities • the election and appointment of officials • the history and practice of the town meeting form of government <p>Describe the establishment of the judicial system in the United States and Massachusetts Constitutions, including:</p> <ul style="list-style-type: none"> • the organization and jurisdiction of courts • the process of judicial review • the process of criminal and civil suits • the process of the juvenile justice system in Massachusetts 	<p>Students debate the opposing arguments of the Federalists and anti-Federalists during the struggle for ratification of the Constitution.</p>

Civics and Government Strand

Learning Standard 16. Principles and Practices of American Government (Continued).

Students will describe how the United States government functions at the local, state, national, and international levels; and analyze the background and evolution of political democracy in the United States to the present day.

	Core Knowledge and Skills	Example
Grades 5-8	<p>Compare the election process at the national, state, and local levels of government.</p> <p>Describe the process of:</p> <ul style="list-style-type: none"> • nomination and promotion of candidates for elective office • the role and functioning of the Electoral College • Similarities and differences among the major political parties <p>Describe and evaluate data and materials related to voter turnout, media coverage and editorializing, campaign advertising, campaign financing.</p> <p>Compare the policy-making process at the national, state, and local levels.</p> <p>Describe and compare</p> <ul style="list-style-type: none"> • the basic legislative process at all levels • the interaction between chief executives and legislative bodies • the role of political parties • how lobbyists, academics, individuals, private foundations, cultural, ethnic, and other interest groups, and the media can influence policy-makers and legislative agenda • the impact of the media on public opinion and public policy • the function of departments, agencies, and regulatory bodies 	<p>Students in a school district governed by a town meeting study that form of government. They participate in a mock town meeting in which they prepare, debate, and vote on warrant articles. They interview town meeting members and local government officials about the process, and attend town meeting sessions to document how issues are presented, debated, and resolved. They then compare this local process with descriptions and analyses of the legislative process at the state and national level.</p>

Civics and Government Strand**Learning Standard 16. Principles and Practices of American Government (Continued).**

Students will describe how the United States government functions at the local, state, national, and international levels; and analyze the background and evolution of political democracy in the United States to the present day.

	Core Knowledge and Skills	Example
Grades 9-10	<p>Drawing on the Core Knowledge of the History Strand for this and earlier gradespans, trace the origins of western democracy:</p> <ul style="list-style-type: none"> • Explain tensions over the Constitution and the Bill of Rights in history. • Describe the influences of the Magna Carta, Renaissance, Reformation, Scientific Revolution, Enlightenment • Compare the fundamental principles of American government and law to the political philosophies of such leading European political thinkers as Hobbes, Locke, Montesquieu, and Rousseau. 	<p>Students explain the degree to which the provisions of the Constitution and the Bill of Rights were overridden during the Civil war, and the degree to which they were respected under dangerous conditions.</p>
Grades 11-12	<p>Analyze and compare primary source documents such as the Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, Constitutions of United States and Massachusetts</p> <p>Analyze the reasons for the adoption of amendments to the U.S. Constitution.</p> <p>Summarize landmark interpretations of the U. S. Constitution and its amendments; including the importance of <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Dred Scott v. Sandford</i>, <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, and <i>Roe v. Wade</i>.</p> <p>Describe and analyze the political and legal issues in contemporary American society and how Supreme Court decisions have affected these issues.</p>	<ul style="list-style-type: none"> • Students debate issues where the ideals of liberty and equality may conflict, and why such conflict is natural in a democracy, and why a measure of each is necessary to preserve the other. • Students describe the work of individuals and organizations to achieve equal rights, such as for African-Americans (Booker T. Washington, W.E.B. DuBois, the NAACP, Ida B. Wells, A. Philip Randolph, Martin Luther King, Jr., the Freedom Riders, the Civil Rights laws of the 1960s, present-day campaigns for equal opportunities.) Similarly, for women's suffrage and equal rights (Elizabeth Cady Stanton, Susan B. Anthony, the Seneca Falls Declaration of Sentiments of 1848, the National Woman's Party and the 19th Amendment of 1920, Betty Friedan and the current feminist movement for equal rights launched in the 1960s.)

Civics and Government Strand

Learning Standard 17. Citizenship.

Students will identify and practice their own roles in a democracy, assessing this rights and responsibilities as decision-makers.

	Core Knowledge and Skills	Examples
PreK-4	<p>Identify, categorize, and define American citizens' rights, responsibilities, and privileges.</p> <p>Identify characteristics of leadership in a democracy.</p> <p>Identify and practice skills necessary for working effectively in groups.</p> <p>Identify ways that individuals may act to improve life in the community.</p>	<p>3-4: Students read biographies of people who were involved in conflicts over rights, such as Abraham Lincoln, Susan B. Anthony, and Martin Luther King, Jr., and discuss their contributions to their causes and to the larger society..</p>
Grades 5-8	<p>Describe ways in which individuals participate in the political process.</p> <p>Practice skills necessary for participatory citizenship, such as problem solving, decision making, compromise, debate, and negotiation.</p> <p>Define the relationship between rights and responsibilities in a democratic society.</p> <p>Identify the contributions of leaders and people who made a positive difference in the community, state, nation, or world.</p>	<p>From their experience in classroom and schoolwide deliberations, students explain the needs, both practical and principled, for rules of order in group discussion and for parliamentary procedure in legislative debate and votes.</p> <p>They prepare and present arguments for how they would re-arrange the first ten amendments to the constitution (the Bill of rights), in their order of importance to present-day community and national life.</p>

Civics and Government Strand

Learning Standard 17. Citizenship (Continued).

Students will identify and practice their own roles in a democracy, assessing this rights and responsibilities as decision-makers.

	Core Knowledge and Skills	Examples
Grades 9-10	<p>Identify and practice the skills necessary for participatory citizenship</p> <p>Identify the contributions of citizens in the development of public policy.</p>	<p>Students associate themselves with and follow the work of a chosen citizens' group in their community, explain the groups motives and aims, evaluate it strengths, weaknesses, and the obstacles it faces in achieving its goals.</p>
Grades 11-12	<p>Analyze evidence and draw conclusions about the extent of democratic participation in government in Massachusetts and the United States.</p>	<p>Students research the number of vote cast in proportion to the adult population in presidential elections since the early 1800s and explain the changes by the probable effects of Amendments, legislation, issue, and public attitudes.</p>

Civics and Government Strand**Learning Standard 18. Forms of Government.**

Students will compare, contrast, and analyze diverse forms of government; evaluate the efficacy, advantages, and disadvantages of diverse forms of government; describe many possible relationships between governments and the governed.

	Core Knowledge and Skills	Example
PreK-4	<p>Compare and evaluate characteristics of different forms of government.</p> <p>Identify the legitimate functions of government.</p>	To organize class decisions, students try direct democracy, in which everyone votes, and representative democracy, and explain their preference,
Grades 5-8	<p>Drawing on the Core Knowledge of the History Strand for this and earlier gradespans, identify the characteristics of a democratic government</p> <p>Compare and contrast previous policies in the United States with current ones.</p>	<p>Students describe Aristotle's classical formulation of the six forms of government, and explain why he held "polity" best, and what social conditions he believed necessary to maintain it.</p> <p>Students describe the Confucian view of the virtues necessary in rulers and their people to make any form of government stable, just, and effective.</p>
Grades 9-10	<p>Drawing on the Core Knowledge of the History Strand for this and earlier gradespans, compare the U.S. Political system with those of major democratic and authoritarian nations</p> <p>Describe the basic philosophical elements of socialism and communism.</p> <p>Compare reasons for revolutions in different times and places.</p>	<ul style="list-style-type: none"> •Students describe 17th century contrasts between the English and French governments and explain why "divine right" absolutism was defeated by Parliamentary forces in England and remained dominant in France. •From their studies of the 20th century, they explain how the degree of power and oppression of three totalitarian regimes--Nazi Germany, Stalinist Russia, Maoist China--could exceed even that of military dictators that w]have flourished in Asia, Africa, the Middle East, and Latin America.
Grades 11-12	<p>Drawing on the Core Knowledge of the History Strand of this and earlier gradespans, compare and contrast the legitimacy of various governments.</p> <p>Describe and analyze the conflicts of sovereignty among nations.</p>	Students explain how post World War II American foreign economic and military aid was aimed at supporting resistance to communism

Appendix A: Using the Framework

The framework provides a core of common knowledge and skills, but teachers must use their good judgment in choosing what topics and skills to teach at a particular grade. Such decisions are best made by study groups composed of representatives of PreK-12 teachers, administrators, parents, and students. Many districts have partnerships with colleges and universities or cultural institutions, and representatives from these groups outside the school can provide valuable perspectives as well. The following questions can act as guideposts for study groups in designing a coherent PreK-12 curriculum:

- Does the choice of topics for a grade level strengthen reflective thinking and research skills?
- Is this choice consistent with the core knowledge and skills listed for the gradespan?
- Is it central to one or more of the Strands?
- Does it directly address one or more of the Learning Standards?
 - Does it present facts and concepts in a matrix of geography and history?
- Is it better than others might be in explaining insights of a given social science?
- Does it build upon and deepen, but not needlessly repeat, prior learning?
- Can it reinforce, or be nourished by, concurrent study of the arts and literature, mathematics, world languages, or science and technology?
- Does it help students address continuing themes and questions across the grades?

Study groups may find it helpful to ask certain related questions of themselves as they work together on the structure and content of individual courses, grade by grade:

- Are the course's content, aims, and expectations readily explainable to students?
- Does the course begin with a unit on the reasons to study history and social science, and an explanation of what is important about the course's particular time period?
- Is the promised course coverage likely to be achieved in the teaching hours available, especially if the course claims to reach the present?
- Has the selection of what to teach been shaped in the light of content in earlier courses and the likely content of courses to follow?
- Does the course schedule allow for needed review of critical ideas, events, and institutions introduced in earlier courses?
- Are course topics chosen and shaped to provide good balance between breadth and depth? Content and skills? Facts and concepts? Do the topics touch upon continuing themes and questions to be carried across grades?
 - Has it been decided which topics are worth extended treatment and which may be touched upon more briefly? Which lend themselves to student inquiry, to use of primary sources, and which to other pedagogical approaches?
 - Do topics, projects, and materials address the wide perspectives and elements of thoughtful judgment that history and social science are meant to teach? Do they allow fruitful integration with the humanities and sciences?

A Note on Textbooks

It is by now commonplace that teaching exclusively from a textbook is not enough; other materials are indispensable. But it is equally clear, though not yet commonplace, that a well-written, balanced, and inclusive textbook gives students a frame within which to locate particular questions, topics, personalities, and episodes that teachers choose to stress. A textbook can serve as a time and story line students can carry with them and can be a useful reference. When used in

conjunction with other sources, textbooks may help students both to maintain perspective and to exercise their intellectual freedom.

Choosing Pedagogical Approaches

Teachers should have the authority to choose and vary their pedagogical methods. A wide range with frequent changes of pace is recommended, if only because overuse of any one approach becomes predictable and tiresome to students. Even the liveliest of innovative methods loses its effect. Similarly, no single mode of history--economic, social, cultural, intellectual, political, biographical--will remain fresh under too much concentration. Each mode has its own texture and methods that suit it best. Student interest is sustained, or revived, by shifting from one mode to another, as the four Strands should help teachers to do, and by explaining to students how each has its special role in recreating and examining the past.

Appendix B: Using the Strands Together to Organize Curriculum Units

The following are sample curriculum units for different grade spans. Organized around questions, they are included as models for teachers as they create their own curriculum integrating the Strands, Learning Standards, and Core Knowledge and Skills of the History/Social Science Curriculum Framework.

The sample units are:

- Grades 1-2: Kenya
- Grades 3-4: Massachusetts Communities
- Grades 5-8: Immigration to the United States
- Grades 9-10: The Renaissance
- Grades 11-12: The Depression and the New Deal

Sample Unit: Kenya, Grades 1-2

<p style="text-align: center;">History</p> <p>What was Kenya like long ago? Has Kenya changed from long ago to today? Who are/were some famous people in Kenya? What are the roles of individuals in the tribe? How are families in the U.S. and Kenya alike and different? What stories exist that tell how Kenyans believe how people should think? How do oral traditions, art, and religion affect daily life in Kenya? How do they help us learn about the country? How are these artistic traditions similar to or different than those in the U. S.?</p>	<p style="text-align: center;">Geography</p> <p>Where is Kenya? How is the weather and land different from where we live in Massachusetts? What animals and plants live in Kenya? How do people live differently there than in Massachusetts?</p>
<p style="text-align: center;">Economics</p> <p>At what kind of jobs do Kenyans work? How do Kenyans farm their land differently from New England Farmers? How do Kenyans buy the things they need?</p>	<p style="text-align: center;">Civics and Government</p> <p>What choices do Kenyan children have? What rules do Kenyan children have to follow in school? Do families in Kenya have choices about where they live? How do Kenyans work together in cities and towns? Who are Kenya's leaders?</p>

Sample Unit: Massachusetts Studies, Grades 3-4

<p style="text-align: center;">History</p> <p>Who lived in our community long ago? What evidence exists that people lived differently in our community/state a long time ago? How did settlement of our community/state change significantly during the 17th century? What events caused major changes in our community over time? What faiths and philosophies predominated in communities in Massachusetts from the 17th century to the present? How did important national documents affect our state and local communities?</p>	<p style="text-align: center;">Geography</p> <p>What forces of nature created the topography of the land and climate in this community? How have weather and climate affected the environment and the way people and communities live and work? What ecosystems and habitats exist in our area? How have people such as Native Americans, explorers, immigrants, and settlers used and adapted to these habitats? Why do different ethnic groups settle in different communities or neighborhoods?</p>
<p style="text-align: center;">Economics</p> <p>What kinds of jobs do people in our community and state hold? What kinds of jobs did people have in this community and state long ago? How are farming and fishing different today from long ago? How do the natural resources in the community affect jobs there?</p>	<p style="text-align: center;">Civics and Government</p> <p>Who are the leaders in our community and state? How is our town government different from that in a neighboring city? How do people become leaders in a community? What kinds of groups do people belong to in our community? Who are the modern immigrants moving into our community and state? What problems might arise when a person from another culture moves to a community where another language is spoken?</p>

Sample Unit: Immigrations to the United States: Grades 5-8

<p style="text-align: center;">History</p> <p>What are some of the reason that pushed or pulled people to come to the U. S. to live? What individuals played key roles in the immigration history of the U. S.? In what ways was immigration different at the turn of the century compared to the present? How have immigrants defined themselves? Hoe has society defined them? In what ways have immigrant groups been assimilated into or excluded from the broader society? How has our society and diverse immigrant groups been affected by the religions, secular ideas, technology , economics, and politics of immigrants? How does our society pass along to succeeding generations the traditions, values, and skills of their elders? What have been the characteristics of immigrant heroes, heroines, and role models that are held up as inspirational examples to young people? How have immigrants defined themselves? How has society defined them? What has led our society to assault diversity and to safeguard it over time?s</p>	<p style="text-align: center;">Geography</p> <p>From what regions and countries of the world did immigrants to our community, state, and the U. S. come? What role did geography play in their decision to leave their country? Where did they decide to settle in the U.S.? What influenced their decision in deciding where to live in the U. S.?</p>
<p style="text-align: center;">Economics</p> <p>What are the current benefits and challenges to local, national, and global economics that result from immigration? What are the connections between economic and political power within immigrant communities today and yesterday? How has immigration changed the U.S. Economy in the past, and how might it change in the future?</p>	<p style="text-align: center;">Civics and Government</p> <p>In the eyes of immigrants, who has power? How does this power affect them? How did does the United States government function at the local, state, national and international levels with regard to immigration rules and laws? What do the rights and responsibilities of people who live in a democratic society have to do with issues such a immigration?</p>

Sample Unit: The Renaissance, Grades 9-10

<p style="text-align: center;">History</p> <p>What were some of the defining hallmarks of the Renaissance and how did they differ in Italy and northern Europe?</p> <p>In what ways did the Renaissance pave the way for the Protestant and Catholic religious Reformations?</p> <p>How did the roles of men and women change respectively in the Renaissance?</p> <p>How did Renaissance political thought, literature, and art influence later historical periods and movements?</p> <p>What was the role of popular religion in everyday life?</p> <p>What do Renaissance paintings reveal about the actual daily life, environment, and gender roles of Renaissance society and culture?</p> <p>How are art, science, and technology connected in the Renaissance?</p> <p>What ideals, realities, and cultural experiences are conveyed in the poetry, prose, and drama of Renaissance writers such as Petrarch, Boccaccio, Castiglione, Christine de Pisan, Rabelais, and Shakespeare?</p> <p>In what ways did popular and high culture overlap or differ during the Renaissance?</p>	<p style="text-align: center;">Geography</p> <p>What geographical factors encouraged the political organization of Italy into commercially-oriented city-states?</p> <p>What were the demographic effects of the Black Death and successive outbreaks of the plague in Europe?</p> <p>What geographical theories did humanist scholarship introduce into western Europe?</p>
<p style="text-align: center;">Economics</p> <p>What were the economic effects of recurring famine and plague cycles and war during the Renaissance era?</p> <p>In what ways did the scarcities and demographic crises of the 14th century actually encourage the creative spirit associated with the Renaissance?</p> <p>What innovations in long-range commercial and maritime enterprises, banking, and business practices came into being during the Renaissance?</p> <p>What were the bases of wealth during the Renaissance era and was there a correlation between wealth and power?</p> <p>What social classes or ranks existed in Renaissance Europe and how did their roles, ways of life, and manners differ?</p>	<p style="text-align: center;">Civics and Government</p> <p>What civic ideals existed in the Italian city-states?</p> <p>How did the monarchs of Renaissance Europe and the concept of monarchy differ from that of the Medieval Period?</p> <p>What factors led governments into wars during the Renaissance era and what were the outcomes of these conflicts?</p> <p>In what ways did peasants and others who did not have say in government during the Renaissance make their views, aspirations, and demands known? With what results?</p>

Sample Unit: The Great Depression and the New Deal, Grades 11-12

<p style="text-align: center;">History</p> <p>What historical factors contributed to the onset of the Depression?</p> <p>How did differing points of view affect the reporting of the Depression?</p> <p>Should the Great Depression be considered a turning point in U. S. history? Why or why not?</p> <p>How did individuals shape both the Great Depression and the New Deal?</p> <p>How did the Great Depression affect people's faiths and religious and ethical beliefs?</p> <p>How did individuals use their creativity in the arts and literature to express their experiences during the Great Depression?</p> <p>How did the Great Depression and the New Deal affect peoples' lifestyles?</p>	<p style="text-align: center;">Geography</p> <p>How were people distributed across the United States before, during, and after the Great Depression?</p> <p>How and why did regions change as a result of the Great Depression and the New Deal?</p> <p>What factors caused the movement of people, products, and ideas during the Great Depression?</p>
<p style="text-align: center;">Economics</p> <p>How did conditions during the Depression and the New Deal affect the personal consumption practices and employment decisions of Americans?</p> <p>How did the Great Depression cause the U. S. economic system to change?</p> <p>How was wealth distributed among individuals and groups during the Great Depression and how did wealth shift during and after the New Deal?</p> <p>How did decisions and actions of different groups affect others during the Great Depression and the New Deal?</p>	<p style="text-align: center;">Civics and Government</p> <p>Who held power, who didn't, and why during the time period?</p> <p>How was the U. S. government structured during the Great Depression, and how did it respond to the events of the times?</p> <p>What was the role of political leaders during the Depression and the New Deal?</p> <p>What stereotypes of different groups were developed during the Great Depression and how and why did they originate?</p> <p>What factors led to conflict and cooperation during the Great Depression and the New Deal?</p> <p>What role did government play in preserving and creating artistic and cultural heritage in the U.S. In the 1930s?</p>

Appendix C: Connections to other Massachusetts Curriculum Frameworks

The seven discipline-specific Massachusetts curriculum frameworks--in the arts, English language arts, comprehensive health, history/social sciences, mathematics, science and technology, and world languages--are designed to be used together to create interdisciplinary connections.

Reading and writing are key skills in every discipline. The English language arts curriculum framework complements this framework by setting standards for discussion and oral presentation (English language arts Learning Standards 1, 2, and 3), vocabulary development (English language arts Learning Standard 4), the identification of facts, and analysis of ideas in reading materials (English language arts Learning Standards 9 and 13). The Composition Strand (English language arts Learning Standards 20-25) deals with pertinent skills such as developing open-ended research questions, and writing and revising essays, while the Media Strand (English language arts Learning Standards 26-28) deals with obtaining and analyzing information using electronic media, as well as creating presentations using electronic media. Appendices A and B of the English language arts framework list suggested authors and works--such as the Gettysburg Address and Martin Luther King, Jr.'s "Letter From Birmingham Jail"--that could be used to develop humanities curricula. Appendix F suggests how literature can be related to key historical documents of the United States.

In addition, the Arts framework presents standards on the history of the arts, and the World Languages framework presents standards on culture, both linking to the History Strand here. The Mathematics framework has standards on number sense; patterns, relations, and functions; geometry and measurement; and statistics and probability that will be applicable to many history/social science research projects. Many of the concepts in the Geography strand of this framework link to those in the Science and Technology Framework, specifically the Earth and Space Sciences section of the Domains of Science Strand, and the Science, Technology, and Human Affairs Strand. To complement the knowledge in the Civics and Government Strand of this framework, the Comprehensive Health framework includes material on conflict resolution and community awareness.

Appendix D: Massachusetts Resources

The following is a list of selected resources that can be useful in creating a history/social sciences unit on Massachusetts. (Note: Addresses will be added)

A World of Difference Project

Adams National Historic Park

Bill of Rights Education Project

Blackstone Valley National Historic Corridor

Boston Tea Party Ship and Museum

Charles River Museum

The Commonwealth Museum and State Archives

Concord Antiquarian Society

Educators for Social Responsibility

Facing History and Ourselves

Hancock Shaker Village

Heritage Plantation

Higgins Armory Museum

Historic Deerfield, Inc.

House of Seven Gables

Immigrant City Archives

John F. Kennedy Library and Museum

Kendall Whaling Museum

Labor Education Center

Labor Studies Center

Lowell National Historic Park

Marine Museum at Fall River

Massachusetts Council for the Social Studies

Massachusetts Geographic Alliance

Massachusetts Global Education Program

Massachusetts Historical Commission

Minuteman National Historic Park

Museum of Afro-American History/African Meeting House

Museum of American Textile History

Museum of Our National Heritage

Nantucket Historical Association

New Bedford Whaling Museum

New England Genealogical Society

Old Colony Historical Society

Old South Meeting House

Old Sturbridge Village

Oxfam America

Paul Revere House

Pilgrim Hall Museum

Plimoth Plantation

Regional Branch of the National Archives

Salem Maritime National Parks and Historic Site

Saugus National Park Ironworks

Society for the Preservation of New England Antiquities

Springfield Armory

Tsongas Industrial History Center

U. S. S. Constitution and Museum

Endnotes

1. See the following standards documents and other works: National Center for History in the Schools, *History for Grades K-4* (Los Angeles: 1995); National Commission on Social Studies in the Schools, *Charting a Course: Social Studies for the 21st Century* (New York: 1989); Geography Education in the Schools Project, *Geography for Life* (Washington, U. S. Department of Education, the National Endowment for the Humanities, and the National Geography Association: 1995), Geography Education National Implementation Project, *K-Geography: Themes, Key Ideas, and Learning Opportunities* (Macomb: Western Illinois University National Council for Geographic Education; Washington, D.C., U.S. Department of Education: 1987), National Economics Standards
2. See Carol Seefeldt (1997), *Social Studies for the Preschool-Primary Child*, 5th ed. (Upper Saddle River, NJ, Merrill/Prentice-Hall), 2-16.
3. For a discussion of developmentally appropriate practices, see Seefeldt, *op. cit.*; Sue Bredekamp, ed., (1987) *Developmentally Appropriate Practices, Serving Children from Birth through Age 8* (Washington, D.C. National Association for the Education of Young Children); for classroom portfolio assessment criteria, see assessment Judy Jablon, Dorothea B. Marsden, Samuel J. Meisels, Margo L. Dichtelmiller (1994) *The Work Sampling System: Omnibus Guideline, Preschool through Third Grade* (Ann Arbor: Rebus Planning Associates); and Judy Jablon, Lauren A. Ashley, Dorothea B. Marsden, Samuel J. Meisels, Margo L. Dichtelmiller (1994) *The Work Sampling System: Omnibus Guideline, Kindergarten through Fifth Grade* (Ann Arbor: Rebus Planning Associates).
4. See Seefeldt, 186 ff.
5. David Elkind, 1981, cited in Seefeldt, 190.
6. This report was presented in a paper at the Annual Meeting of the American Educational Research Association, 1994, and can be found as ERIC document ED370716.
7. *Voluntary National Content Standards in Economics*. Developed by the National Council on Economic Education in partnership with the National Association of Economic Educators, the Foundation for Teaching Economics, the American Economic Association Committee on Economic Education. Final version, presented at the American Association Annual Meeting, January, 1997, 1.
The twenty standards developed by the National Council on Economic Education provide a more conceptual approach to economics as a separate discipline, and should be used with those in the Massachusetts framework to develop a broad economics curriculum.

